

URBAN/MUNICIPAL
CA4 ON HBL W26
A35

JANUARY - JUNE 1989

AGENDA OF THE OPERATIONS
MANAGEMENT COMMITTEE
OF THE BOARD OF
EDUCATION FOR THE CITY OF
HAMILTON

CA4 ON HBL W26
A35

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1989 01 10

Note:
pp. 1-24, 25-38
and 39
missing.

Confirmation of the minutes of the last meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials re: Boys' Locker Rooms in Schools (requested by Trustee Baskin) **pages 1 - 3.**
2. Report from the officials re: Ministry Policy on Canvassing and Fundraising (requested by Trustee Baskin) **pages 4 - 7.**
3. Report re: voting arrangements for boards with French Language Education Councils as of September, 1988 (requested by Trustee Baskin) - **pages 8 - 24.**

NEW BUSINESS:

1. Presentation from A. M. Cunningham Home & School Council.
- **Please see separate report.**
2. Investment of Short Term Funds - **pages 24A - 24D.**
3. Cash Flow - **pages 24E - 24H.**
4. Sale of Board Site (Hixon Road) - Lot 31, Concession 4 (Saltfleet)
- Red Hill Neighbourhood - **pages 25 & 26.**
5. Correspondence from the Halton Board of Education re: Ministry Process for Determining Rated Capacities of Schools - **page 27.**
6. Report of the French Language Section re: Bill 125 (intervenor status)
(referred from December Board, 1988 12 15) - **pages 28 - 38.**
7. **Report of the Communications Advisory Committee - **pages 38A - 38F.**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **pages 39 & 39A.**
2. Report re: Computer Co-ordinators - Parkdale and Robert Land Community Schools.
- **pages 40 - 50.**

**In addition to agenda mailed out.

Jan
10

1989 01 10.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Short Term Investments report for December, 1988.

REVENUE FUND

Interest earned to date in 1988 amounts to \$638,878 vs \$364,666 in 1987.

CAPITAL RESERVE FUND

Interest earned to date in 1988 amounts to \$656,053 vs \$496,108 in 1987.

RETIREMENT GRATUITY RESERVE FUND

Interest earned to date in 1988 amounts to \$623,388 vs \$555,724 in 1987.

Total interest earned in 1988 is \$1,918,319 as compared to \$1,416,498 in 1987.

Respectfully submitted,

P. Shewfelt,
Superintendent of Finance and Treasurer.

/kh
Attach.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE MONTH OF DECEMBER 1988

REVENUE FUND

	BANK	AMOUNT	TERM	RATE	INTEREST EXPECTED THIS MONTH	
MATURITIES	BNS-m	150,000	10/28/88 - 12/01/88	10.050%	1,404	41
	BNS-m	200,000	10/28/88 - 12/05/88	10.050%	2,093	275
	BNS-m	500,000	10/28/88 - 12/08/88	10.050%	5,645	1,101
	BNS-m	500,000	10/31/88 - 12/08/88	10.050%	5,232	1,101
	BC-m	200,000	11/02/88 - 12/08/88	10.000%	1,973	438
	TD-t	250,000	11/28/88 - 12/08/88	9.875%	676	541
	BC-m	400,000	11/02/88 - 12/09/88	10.000%	4,055	986
	TD-t	300,000	11/28/88 - 12/09/88	9.875%	893	730
	BC-m	800,000	11/02/88 - 12/12/88	10.000%	8,767	2,630
	TD-t	600,000	11/10/88 - 12/12/88	10.100%	5,313	1,992
	BNS-m	200,000	11/14/88 - 12/12/88	9.900%	1,519	651
	TD-t	2,700,000	11/16/88 - 12/12/88	10.180%	19,579	9,036
	TD-t	550,000	11/28/88 - 12/12/88	9.875%	2,083	1,786
	TD-t	550,000	11/28/88 - 12/15/88	9.875%	2,530	2,232
	BNS-m	300,000	11/30/88 - 12/22/88	9.750%	1,763	1,763
	BC-t	500,000	12/02/88 - 12/22/88	10.250%	2,808	2,808
	BC-t	1,250,000	12/02/88 - 12/23/88	10.250%	7,372	7,372
	BNS-p	350,000	12/08/88 - 12/28/88	9.750%	1,870	1,870
	BNS-t	100,000	12/12/88 - 12/28/88	10.125%	444	444
	BNS-t	550,000	12/12/88 - 12/29/88	10.125%	2,594	2,594
TOTAL REVENUE		\$10,950,000				
FUND MATURITIES		=====				

INVENTORY	BNS-t	700,000	12/12/88 - 01/03/89	10.125%	4,272	3,689
	BNS-t	750,000	12/12/88 - 01/05/89	10.125%	4,993	3,953
	BNS-t	150,000	12/12/88 - 01/09/89	10.125%	1,165	791
	BM-m	600,000	12/30/88 - 01/09/89	10.300%	1,693	169
	BM-m	150,000	12/30/88 - 01/10/89	10.300%	466	42
	BNS-t	1,000,000	12/12/88 - 01/10/89	10.125%	8,045	5,271
	TD-t	3,400,000	12/16/88 - 01/10/89	10.375%	24,161	14,497
	BNS-m	350,000	12/16/88 - 01/11/89	10.250%	2,555	1,474
	BNS-m	100,000	12/16/88 - 01/13/89	10.250%	786	421
	BNS-m	600,000	12/16/88 - 01/16/89	10.250%	5,223	2,527
	BNS-m	150,000	12/16/88 - 01/23/89	10.250%	1,601	632
	BNS-m	200,000	12/16/88 - 01/25/89	10.250%	2,247	842
	BM-m	100,000	12/20/88 - 01/25/89	10.400%	1,026	313
	BM-m	150,000	12/20/88 - 01/30/89	10.450%	1,761	472
	BM-m	650,000	12/20/88 - 01/31/89	10.450%	7,816	2,047
	BM-m	175,000	12/20/88 - 01/31/89	10.450%	2,104	551
	BM-m	175,000	12/22/88 - 01/31/89	10.250%	1,966	442
	BM-m	275,000	12/23/88 - 01/31/89	10.250%	3,012	618
	BM-m	400,000	12/30/88 - 01/31/89	10.300%	3,612	113
	BM-m	250,000	12/30/88 - 02/01/89	10.300%	2,328	71
	BM-m	800,000	12/30/88 - 02/02/89	10.300%	7,676	226
	BM-m	300,000	12/30/88 - 02/08/89	10.300%	3,386	85
	BM-m	300,000	12/30/88 - 02/09/89	10.300%	3,471	85
	BM-m	4,100,000	12/30/88 - 02/10/89	10.300%	48,593	1,157

PORTFOLIO SUMMARY (Continued)

BM-m	150,000	12/30/88 - 02/13/89	10.300%	1,905	42
BM-m	500,000	12/30/88 - 02/15/89	10.300%	6,632	141

TOTAL REVENUE	\$16,475,000	REVENUE FUND INTEREST EARNED THIS MONTH			\$81,062
FUND INVENTORY	=====	REVENUE FUND INTEREST EARNED THIS YEAR			\$638,878
					=====

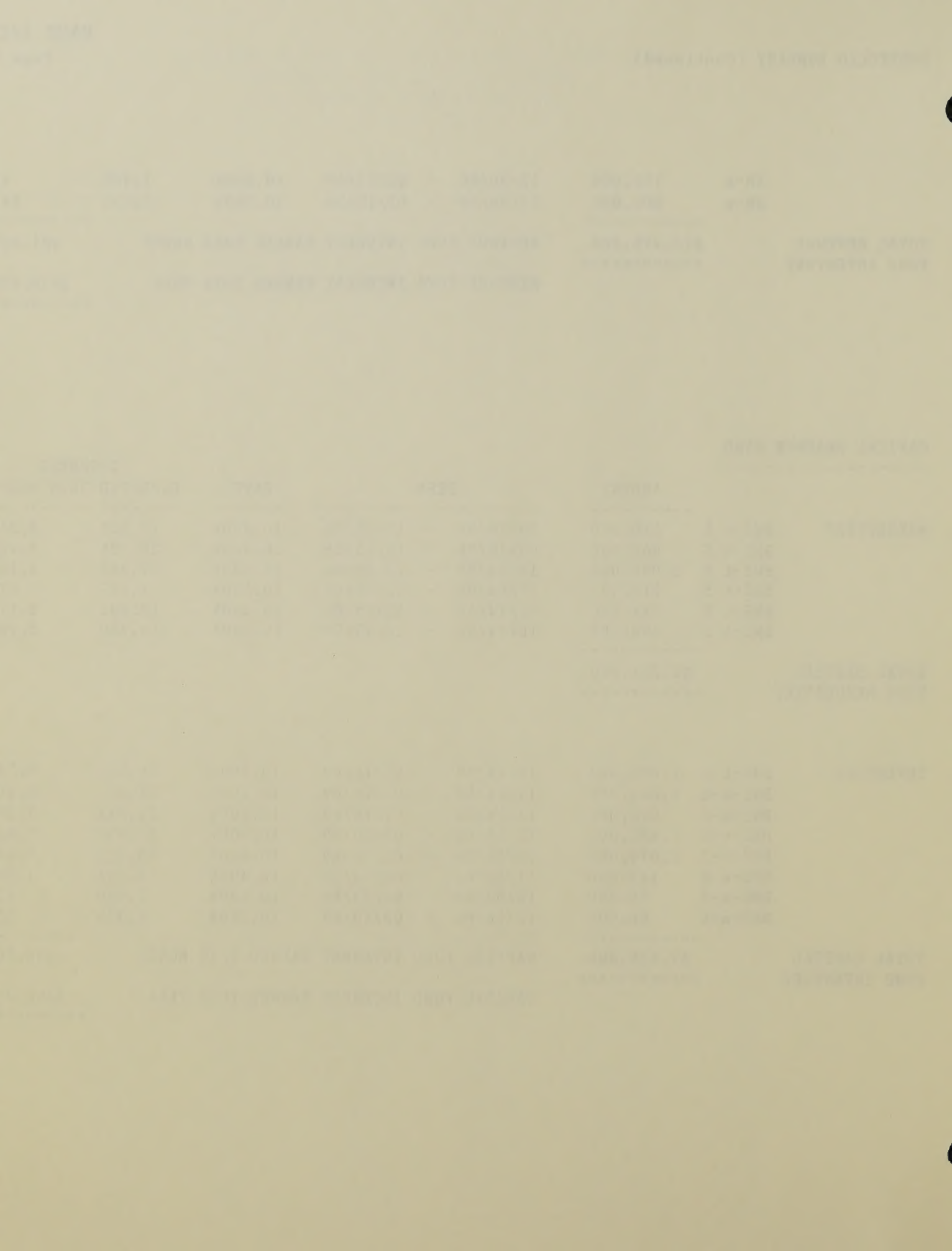
CAPITAL RESERVE FUND

		AMOUNT	TERM	RATE	INTEREST EXPECTED THIS MONTH	
		-----	-----	-----	-----	-----
MATURITIES	BNS-t E	518,000	09/15/88 - 12/15/88	10.400%	13,431	2,214
	BNS-t S	802,000	09/15/88 - 12/15/88	10.400%	20,795	3,428
	BNS-t E	1,000,000	10/04/88 - 12/15/88	10.120%	19,963	4,159
	BNS-t S	210,000	10/04/88 - 12/15/88	10.120%	4,192	873
	BNS-t E	744,000	10/14/88 - 12/15/88	10.200%	12,891	3,119
	BNS-t S	950,000	10/14/88 - 12/15/88	10.200%	16,460	3,982

TOTAL CAPITAL		\$4,224,000				
FUND MATURITIES		=====				

INVENTORY	BNS-t S	1,000,000	10/14/88 - 01/16/89	10.300%	26,526	8,748
	BNS-m-E	1,803,000	11/14/88 - 01/16/89	10.100%	31,431	15,466
	BNS-m-S	840,000	11/14/88 - 01/16/89	10.100%	14,644	7,206
	BNS-t-E	1,685,000	12/15/88 - 02/10/89	10.600%	27,893	7,829
	BNS-t-S	2,010,000	12/15/88 - 02/10/89	10.600%	33,272	9,340
	BNS-m E	143,000	11/30/88 - 02/13/89	10.400%	3,056	1,263
	BNS-m-S	75,000	12/02/88 - 02/13/89	10.400%	1,560	620
	BNS-m-S	80,000	12/16/88 - 02/13/89	10.250%	1,325	337

TOTAL CAPITAL		\$7,636,000	CAPITAL FUND INTEREST EARNED THIS MONTH			\$68,584
FUND INVENTORY		=====	CAPITAL FUND INTEREST EARNED THIS YEAR			\$656,053
						=====



PORTFOLIO SUMMARY (Continued)

RETIREMENT GRATUITY RESERVE FUND

		AMOUNT	TERM	RATE	INTEREST EXPECTED THIS MONTH	
MATURITIES	BNS-t	2,072,000	09/15/88 - 12/15/88	10.400%	53,724	8,856
	BNS-m	670,000	09/30/88 - 12/15/88	9.950%	13,881	2,740
	BNS-t	1,000,000	10/14/88 - 12/29/88	10.200%	21,238	8,104
TOTAL RESERVE		\$3,742,000				
FUND MATURITIES		=====				

INVENTORY	BNS-t	1,445,000	10/14/88 - 01/16/89	10.300%	38,330	12,641
	BNS-m	1,705,000	11/14/88 - 01/16/89	10.100%	29,723	14,626
	BM-m	1,000,000	12/15/88 - 01/10/89	10.400%	7,408	4,559
	BNS-t	1,810,000	12/15/88 - 01/27/89	10.500%	22,389	8,331
	BNS-m	890,000	12/29/88 - 02/06/89	10.200%	9,700	497
TOTAL RESERVE		\$6,850,000	RESERVE FUND INTEREST EARNED THIS MONTH		\$60,354	
FUND INVENTORY		=====	RESERVE FUND INTEREST EARNED THIS YEAR		\$623,388	
					=====	

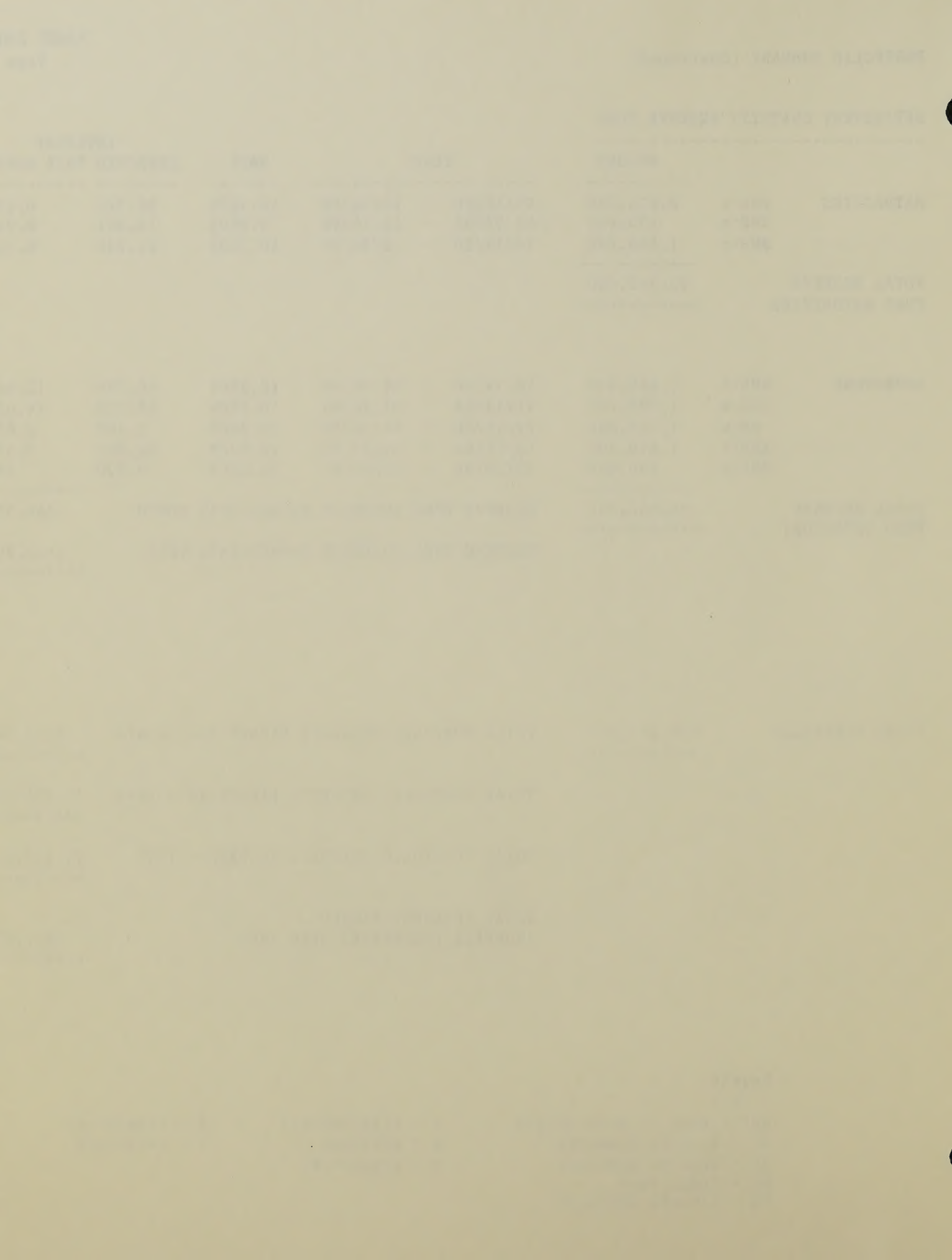
TOTAL PORTFOLIO	\$30,961,000	TOTAL PORTFOLIO INTEREST EARNED THIS MONTH	\$210,000
	=====		=====
		TOTAL PORTFOLIO INTEREST EARNED THIS YEAR	\$1,918,319
			=====
		TOTAL PORTFOLIO INTEREST TO DATE - 1987	\$1,416,498
			=====
		TOTAL INTEREST EARNED INCREASE (DECREASE) OVER 1987	\$501,821
			=====

Legend

 BNS = Bank of Nova Scotia
 BC = Bank of Commerce
 BM = Bank of Montreal
 RB = Royal Bank
 TD = Toronto Dominion

t = term deposit
 m = mortgage
 p = properties

E = Elementary
 S = Secondary



1989 01 10.

TO THE CHAIRMAN AND MEMBERS,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

I am pleased to present the Cash Flow report as at 1988 12 31.

REVENUE FUND

Cash receipts are reported as follows by source:

Levy receipts from the City of Hamilton are according to the City's letter of 1988 05 16.

Grant receipts from the Province of Ontario are also received according to their letter of 1987 12 23.

The year end balance of the Revenue Fund is \$16,102,000.

CAPITAL RESERVE FUND

The major Capital fund receipts for 1988 are investment interest earnings, Direct Capital Grants (Vanier), Site Sales, and a transfer from the Revenue Fund.

The major Capital fund expenditures for 1988 are G.P. Vanier/MacPhail, R.A. Riddell, New Junior School, Burkholder, and Year 1 of the Renovation Program.

Respectfully submitted,

P. Shewfelt,
Superintendent of Finance and Treasurer.

/kh
Attach.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

R E V E N U E F U N D

1988 CASH FLOW

(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH IN (OUT)</u>	<u>BALANCE AVAILABLE</u>	<u>INVESTED IN PORTFOLIO</u>	<u>OTHER & (BORROWED)</u>
<u>ACTUAL</u>						
Balance Forward 1988 01 01				\$10,865	11,020	(155) -
January	13,219	15,803	(2,584)	8,281	8,505	(224) -
February	13,218	18,696	(5,478)	2,803	2,730	73
March	12,882	17,989	(5,107)	(2,304)	-	(19) (2,285)
April	16,896	17,528	(632)	(2,936)	-	171 (3,107)
May	23,181	18,961	4,220	1,284	1,700	44 (460)
June	22,266	18,272	3,994	5,278	5,345	(67) -
July	17,151	12,974	4,177	9,455	10,940	(1,485) -
August	11,477	4,926	6,551	16,006	16,250	(244) -
September	16,210	15,573	637	16,643	16,850	(207) -
October	15,738	20,108	(4,370)	12,273	12,150	123 -
November	15,761	19,947	(4,186)	8,087	8,200	(113) -
December	<u>29,945</u>	<u>21,930</u>	8,015	16,102	16,475	(373) -
TOTAL	\$207,944 =====	\$202,707 =====				

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON1988 PROJECTED CASH FLOWREVENUES (000'S)

<u>MONTH</u>	<u>MUNICIPAL TAX LEVY</u>	<u>LEGISLATIVE GRANTS</u>	<u>MISCELLANEOUS</u>	<u>TOTAL</u>
<u>ACTUAL</u>				
January	\$ 8,719	3,294	1,206	13,219
February	8,725	3,398	1,095	13,218
March	8,358	3,529	995	12,882
April	8,535	6,021	2,340	16,896
May	9,714	8,345	5,122	23,181
June	9,908	11,123	1,235	22,266
July	9,702	6,769	680	17,151
August	9,908	1,289	280	11,477
September	9,895	4,899	1,416	16,210
October	9,908	4,899	931	15,738
November	9,908	4,899	954	15,761
December	<u>18,914*</u>	<u>4,963</u>	<u>6,068</u>	<u>29,945</u>
TOTAL	\$122,194 =====	\$63,428 =====	\$22,322 =====	\$207,944 =====

* Includes payments in lieu, telephone and telegraph, and supplementary taxes.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTONC A P I T A L R E S E R V E F U N D1988 CASH FLOW(000'S OMITTED)

<u>MONTH</u>	<u>REVENUE</u>	<u>EXPENDITURE</u>	<u>NET CASH IN (OUT)</u>	<u>BALANCE AVAILABLE</u>	<u>INVESTED IN</u>		
					<u>PORTFOLIO</u>	<u>OTHER & LOANED</u>	
<u>ACTUAL</u>							
Balance Forward 1988 01 01				\$7,115	7,109	6	-
January	43	44	(1)	7,114	7,109	5	-
February	62	218	(156)	6,958	6,955	3	-
March	78	279	(201)	6,757	6,101	6	650
April	110	308	(198)	6,559	5,873	8	678
May	72	438	(366)	6,193	5,729	4	460
June	1,296	193	1,103	7,296	7,290	6	-
July	117	239	(122)	7,174	7,168	6	-
August	557	0	(557)	7,731	7,721	10	-
September	214	899	(685)	7,046	7,041	5	-
October	1,279	294	985	8,031	8,018	13	-
November	211	225	(14)	8,017	8,010	7	-
December	<u>528</u>	<u>902</u>	(374)	7,643	7,636	7	-
TOTAL	\$4,567 =====	\$4,039 =====					

REPORT OF THE
COMMUNICATIONS ADVISORY COMMITTEE

Present: Ruth Van Horne (Chairman);
Trustees Bishop, Rogers and Clarke

Officials

Present: Mr. K. A. Rielly (Director of Education and Secretary)
Mr. F. Kelly (Superintendent of Schools, Area Two)
Mr. G. Gibson (Consultant, Media Services)
Mr. N. Forster (Information Officer)
Mr. D. McIsaac (Administrative Assistant to the Director)

The Committee recommends:

GENERAL

(a) That the 1989 Budget Estimates for the Communications Programs of the Board of Education for the City of Hamilton in the amount of \$125,950 which represents an 8% increase over last year's budget, be accepted.

(b) That the proposed sign for the front of the Education Centre be referred to the officials for an item to be included in the Capital Expenditures Budget for the Education Centre.

Respectfully submitted,

Ruth Van Horne,
Chairman

Committee Room
1989 01 09

100 Main Street West
Hamilton, Ontario L8N 3L1
January 4, 1989

To the Chairman and Members
Communications Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

**RE: BUDGET ESTIMATES FOR
PUBLIC RELATIONS DURING 1989**

Each day, Trustees and staff deal with many publics. They range from our parent public to our non-parent taxpayers, to students, staff, co-op education employers, seniors, volunteers, realtors, members of government, school suppliers of goods and services etc.

How we relate to each public (our public relations) is extremely important. Each public has a constantly changing image of our school system and has different information needs. It is an important part of everyone's job in our school system to help build a positive image and to earn public confidence. This will result in a tendency for people to defend rather than criticize our school system.

Under the leadership of the Communications Advisory Committee of Trustees and staff public relations committees, our system now has excellent PR programs and resources in place, including staff PR representatives prepared to volunteer their help in every school.

Regarding budget requirements for public relations during 1989, preliminary estimates were compiled in the early fall in the amount of \$146,750. A number of budget items had been asterisked to indicate that they were subject to further consideration by the staff committee.

In November, the Operations Management referred the estimates back to Communications Advisory with the expectation that cuts would be made.

The staff committees have met and submit the following for the consideration of the Communications Advisory Committee:

- Staff Appreciation Events.. cut \$2000
- School Team cut \$3000
- Director's Annual Report.... cut \$8000(video decision)
- Realtors' Information..... cut \$1900
- Community Breakfasts..... cut \$400
- Media..... cut \$10000
- Quarter Century..... add \$2500 (based on 1988 actual)

This would result in new estimates totalling \$125,950 (See attached), down from the earlier estimates of \$146,750. In addition, there is a capital budget item (the proposed sign for the Education Centre) estimated at \$13,800.

In order to place this school system's public relations spending into context, an informal telephone survey of other school systems of somewhat comparable size was conducted. The 1988 comparative information appears below:

-Carleton.....	\$259,000	(student population of 42,900)
-London.....	\$183,000	(43,000)
-North York.....	\$240,000	(60,000)
-Halton.....	\$160,000+	(43,500)
-Windsor.....	\$109,000	(20,000)
-Ottawa.....	\$338,000	(31,300)
-HAMILTON.....	\$116,860	(39,400)

(Note: Few other Boards include the cost of " Special Events such as Retirement Reception and Quarter Century Club as part of their public relations budget.)

IT IS RECOMMENDED THAT THE COMMUNICATIONS ADVISORY COMMITTEE CONSIDER THE ATTACHED BUDGET ESTIMATES OF \$125,950 FOR ITS 1989 PUBLIC RELATIONS PROGRAMS.

If it is deemed that deeper cutting is required, the staff committee recommends that consideration be given to the Quarter Century Club (estimate of \$11,000) and Education Week (estimate of \$14,000).

Prepared and submitted by: Norm Forster, Information Officer

Approved by: Keith Rielly, Director of Education and Secretary.

1989 BUDGET ESTIMATES
Re Communications Advisory Committee Programs
(Items listed under most directly related subcommittees)

January 4, 1989

PAGE 38E.

COMMITTEE	PROJECT/ITEM	(1988 BUDGET)	1989 BUDGET REQUIREMENTS
1. STAFF PUBLIC RELATIONS - Trish Fulton	- Staff Appreciation Events.....\$(8,000) - Newspaper Ads - Newspaper Tributes (10 tributes planned for year) and other ads (Space Day, Tech Showcase)\$(3,000) - Retirement Reception - food, certificates, banner, etc - (spouses being invited and service pins provided in 1989).....\$(3,000) * - Quarter Century Club.....\$(8,500) Pins.....\$(5,000) - Telephone Directory.....\$(800) - School Team.....\$(7,060) - Photography - School Team, Staff Recognition, etc.....\$(2,000) Total.....\$(37,360)	\$ 6,000 3,000 3,500 11,000 5,000 800 12,000 2,000 43,300	
2. EXTERNAL PUBLIC RELATIONS - Frank Kelly	- Logo Pins.....\$(4,900) - Logo Name Badges.....\$(100) - Token gifts, pins, etc., to be developed for visitors, etc.... - Information Sheets.....\$(500) - Director's Annual Report (video/brochure possible alternative)\$(9,000) - Brochures - Welcome, SEAC, etc.....\$(500) - Presentation Folders.....\$(500) - "Back to School" combined with Continuing Ed. calendar.....\$(11,000) - Photography - business portraits, officials, etc.....\$(2,000) * - Proposed information program for realtors.....\$(2,000) - Speakers' Bureau.....\$(2,000) - Corporate Challenge/Cancer Ride.....\$(2,000) - Breakfasts (community)..... - Seniors (Gold Card Program).....(1,000) - Board Vehicle Signs.....\$(4,000) Total.....\$(39,500)	\$ 2,000 100 500 500 2,000 1,000 500 15,000 2,000 100 2,000 2,000 100 1,000 2,000 30,800	
3. EVALUATION - Paul Kropp	- Telephone surveys and other measurement techniques to be developed in 1988.....\$(2,000)	\$ 4,000	
4. MEDIA - Gary Gibson	- CHCH-TV spots, production and airing, in-house video prod.....\$(13,000) (4 spots proposed for 1989, in-house video (\$500) and mall display support (\$500)	\$ 15,000	

- 2 -

1989 BUDGET ESTIMATES Re Communications Advisory Committee Programs
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COMMITTEE	PROJECT/ITEM	(1988 ESTIMATES)	1989 BUDGET REQUIREMENTS
5. EDUCATION WEEK - Ron Kennedy	* - Area projects, printing, etc.....	\$(14,000)	\$ 14,000
6. SCHOOL-LEVEL	- Primarily for funding school-level PR projects.....	\$(10,000)	\$ 17,500
	- Materials for school-level PR representatives, in-service.....	\$(1,000)	<u>1,000</u>
	Total.....	\$(11,000)	\$ 18,500
GENERAL COMMITTEE	- Miscellaneous meeting expenses (guest speakers, refreshments)		\$ 350
	Totals.....	\$(116,860)	\$ 125,950

Communications Advisory Committee Budget

1. Notes on Operating Budget for 1988 - Last year's preliminary estimates amounted to \$130,500. Proposed brochure racks were cut (\$8,000). A general administration printing cut of \$10,000 took place at Budget Review - (a cut of \$5,640 was applied to the Communications Advisory printing). This resulted in 1988 budget estimates of \$116,860.
2. The above 1989 revised estimates reflect a \$2,500 increase for Quarter Century Club and \$25,300 in cuts proposed by the System Public Relations Committee on November 22, 1988.
3. Capital Budget Item for 1989 - Mr. Orlando's estimate for the Education Centre lawn sign is \$13,800. This capital item is not included in the above operating budget estimates.

1989 01 10.

ADDED RECOMMENDATIONSELEMENTARY/SECONDARY

(b) That the following trip requests be added to clause (a):

- (viii) Barton Secondary, Grades 9-13, Outdoor Education, Glenwood, New York, 1989 01 30 (Monday)
- (ix) Scott Park, Grades 9-13, Outdoor Education, Glenwood and Ellicotville, New York, 1989 02 14-15 (Tuesday to Wednesday)
- (x) Sir Allan MacNab and Westmount, Grade 10, St. Donat, Quebec, 1989 01 11-14 (Wednesday to Saturday)
- (xi) Sir Allan MacNab, Grades 9-13, Mount St. Louis, 1989 01 30 (Monday)
- (xii) Bennetto, Grades 6-8, Camp Wanakita, 1989 01 11-13 (Wednesday to Friday)
- (xiii) Burkholder Drive, Grades 6-8, Ottawa, 1989 02 06-08 (Monday to Wednesday)
- (xiv) Cardinal Heights, Grade 8, Quebec City, 1989 02 22-25 (Wednesday to Saturday)

1989 01 10

RECEIVED

RECEIVED

- (1) That the following are the names of persons who
(2) have been identified as being involved in the
operation of the "Black Panther Party" in the
San Francisco Bay Area, 1966 to the present;
(3) have been identified as being involved in the
operation of the "Black Panther Party" in the
San Francisco Bay Area, 1966 to the present;
(4) have been identified as being involved in the
operation of the "Black Panther Party" in the
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(5) have been identified as being involved in the
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(6) have been identified as being involved in the
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(7) have been identified as being involved in the
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San Francisco Bay Area, 1966 to the present;
(10) have been identified as being involved in the
operation of the "Black Panther Party" in the
San Francisco Bay Area, 1966 to the present;

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A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1989 02 07

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: A. M. Cunningham School.

NEW BUSINESS:

1. Membership Fees:
 - Ontario Public School Boards' Association - \$50,482.00 - pages 1-3
 - Ontario Education Research Council - \$ 650.00 - pages 4-25
 - Association française des Conseils
scolaires de l'Ontario - \$ 1,472.04 - pages 26-28
 - Canadian Education Association - \$ 2,878.46
 - (39,431 x 7.3 cents)
2. Investment of Short Term Funds.
3. Cash Flow.
4. Evans, Philp Quarterly Account - \$2,167.24
for the period 1988 10 01 to 1988 12 31.
5. Budget Review Meeting Dates - page 29.
6. Recycling of Pop Cans in the Secondary Schools (requested by
Trustee Korz) - page 30.
7. Exchange of Lands, Ryckman's Neighbourhood.

ELEMENTARY\SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of the Name Search Committee - Block 79 School - page 31.
(from October O.M.C.-1988 10 11)
2. Report of the Review and Analysis Committee to Study the Closure
of Vincent Massey School - pages 32-47.

NEW BUSINESS:

1. Recommendations of the Director of Education - page 48.
2. Report re: George R. Allan Addition - page 49.
3. Design Concept for new Elizabeth Bagshaw School.
4. Name search for new Elizabeth Bagshaw\Albion Schools.

Feb
7

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Arlene Wright
President

William J. McCordic
Interim Executive Director

January, 1989

MEMORANDUM

TO: Directors of Education of Boards of Education and Secretaries of Public School Boards

FROM: William McCordic, Interim Executive Director

RE: **1989 Membership in OPSBA**

Enclosed herewith are copies of a Memorandum from Arlene Wright, President of OPSBA, as well as copies of a publication giving an overview of OPSBA, A PAST TO BE PROUD OF...A FUTURE TO BUILD. We would request that you distribute this material to all trustees on your Board for information during their consideration of membership in OPSBA for 1989. Please distribute extra copies to your senior superintendents.

Also enclosed is a copy of the 1989 Membership Application Form showing the 1989 membership fees payable to the Association.

Your consideration of this matter at your earliest convenience would be appreciated.

Toronto West Office
Suite 103 - 4195 Dundas St. W.
Toronto, Ontario M8X 1Y4
Telephone: (416) 239-1101
Fax: (416) 239-7990

Toronto Central Office
Suite 12-205 - 252 Bloor St. W.
Toronto, Ontario M5S 1V5
Telephone: (416) 922-4858
Fax: (416) 926-4725

Northern Region Office
P.O. Box 3110
North Bay Ontario P1B 8H1
Telephone: (705) 472-5230
Fax: (705) 472-9927

ONTARIO PUBLIC SCHOOL BOARDS ASSOCIATION

100 King Street West, Suite 1000, Toronto, Ontario M5X 1C5
Telephone: (416) 593-8888 Fax: (416) 593-8889
E-mail: info@opsba.org Website: www.opsba.org

Document: OPSBA-2011-001 Date: 2011-01-11

Page 1 of 1

1. Purpose of the Document: To provide information regarding the OPSBA's position on the proposed changes to the Education Act.

2. Scope of the Document: This document applies to all OPSBA member boards.

3. Authority: This document is approved by the OPSBA Board of Directors.

The OPSBA Board of Directors has reviewed the proposed changes to the Education Act and has concluded that the changes are not in the best interests of the public school system. The OPSBA Board of Directors has decided to oppose the proposed changes. The OPSBA Board of Directors has also decided to take the following actions: (a) to inform the public of the OPSBA's position on the proposed changes; (b) to inform the relevant government departments of the OPSBA's position on the proposed changes; and (c) to inform the relevant legislative committees of the OPSBA's position on the proposed changes.

4. Implementation: The OPSBA Board of Directors has decided to implement the following actions: (a) to inform the public of the OPSBA's position on the proposed changes; (b) to inform the relevant government departments of the OPSBA's position on the proposed changes; and (c) to inform the relevant legislative committees of the OPSBA's position on the proposed changes.

5. Review: The OPSBA Board of Directors will review the implementation of this document on a regular basis.

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Arlene Wright
President

William J. McCordic
Interim Executive Director

1989 MEMBERSHIP FORM

NAME OF BOARD: Hamilton Board of Education

ADDRESS: _____

TELEPHONE NUMBER _____ FAX NUMBER _____

OPSBA MEMBERSHIP FEES

The Ontario Public School Boards' Association Membership Fee for 1989 is based on a fee formula approved by the OPSBA Interim Board of Directors. Each year gross budgets for school boards are published by the Ministry of Education in a uniform manner based on information provided by boards. By expressing OPSBA's fee revenue requirements as a fraction of all public school boards' budgetary expenditures, an index is derived. This index is then applied to each board's budgetary expenditures for the previous year. The index used for calculating the 1989 Membership fee is .000251. The minimum Membership Fee is \$750.

<u>\$ 201,125,211</u>	x	<u>.000251</u>	=	<u>\$ 50,482</u>
Board's 1988 Expenditure Budget		1989 Fee Index		1989 Fee

Please remit cheque for the amount of \$ 50,482 payable to the Ontario Public School Boards' Association and mail to:

Ontario Public School Boards' Association
Toronto West Office
4195 Dundas Street West
Suite 103
Toronto, Ontario
M8X 1Y4

Please return a copy of this form with your cheque.

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Arlene Wright
President

William J. McCordic
Interim Executive Director

January, 1989

MEMORANDUM

TO: Chair and Trustees
FROM: Arlene Wright, President
RE: 1989 OPSBA Membership

On behalf of the Interim Board of Directors, I am pleased to request that your board join the Ontario Public School Boards' Association. OPSBA is your new public school board association – born from the amalgamation of ALSBO, NOSTA and OPSTA. On September 24, 1988 public school trustees from across Ontario gathered in Toronto for the Chartering Meeting of OPSBA. Four months later, we are pleased to send to trustees and staff a report to the membership entitled, *A Past to be Proud Of...A Future to Build*.

The enclosed report to the membership provides each trustee with a detailed description of OPSBA's structure, functions, services and staff. It is our hope that the framework we have developed will provide a solid foundation from which we can build and foster involvement, strength, unity and an effective voice for all public school boards.

Also enclosed please find the OPSBA Membership Form and the 1989 Membership Fee for your board. OPSBA fees are based on a formula that is designed to meet four objectives: (1) an ability to pay (non-regressive); (2) meet association needs in subsequent years; (3) provide a bench-mark for consistent and fair membership fees; and (4) provide good value for money. Taking into consideration the range of services that come with your membership in OPSBA, we trust you will agree that we have met our objectives in setting the fee formula.

c.c. Directors of Education

Toronto West Office
Suite 103 - 4195 Dundas St. W.
Toronto, Ontario M8X 1Y4
Telephone: (416) 239-1101
Fax: (416) 239-7990

Toronto Central Office
Suite 12-205 - 252 Bloor St. W.
Toronto, Ontario M5S 1V5
Telephone: (416) 922-4858
Fax: (416) 926-4725

Northern Region Office
P.O. Box 3110
North Bay Ontario P1B 8H1
Telephone: (705) 472-5230
Fax: (705) 472-9927



ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES



December 14, 1988

MEMORANDUM TO DIRECTORS OF EDUCATION/SECRETARIES OF BOARDS

The Ontario Educational Research Council/Conseil ontarien de recherches pédagogiques is making its annual appeal to Boards of Education and School Boards to become **SUSTAINING MEMBERS** or to renew their sustaining membership for the upcoming calendar year.

The enclosed copy of a letter and accompanying material is being sent to the Chairperson of your Board today. We would greatly appreciate it if you could give your support to this appeal.

Yours sincerely,

(Mrs.) Else Davies
Administrative Assistant

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ONTARIO EDUCATIONAL RESEARCH COUNCIL
 CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES



December 14, 1988

I note with pleasure that your Board has been a **SUSTAINING MEMBER** of the Ontario Educational Research Council/Conseil ontarien de recherches pédagogiques. The Executive and Board of Directors (see list enclosed) thank you for your past support and trust that your Board will once again wish to renew its **SUSTAINING MEMBERSHIP FOR 1989**. It is the support which member boards give our Council that enables us to carry on our activities.

Our activities, briefly, include:

- an annual conference each December;
- a quarterly newsletter, containing abstracts of research studies, distributed to all Ontario schools free of charge: **Reporting Classroom Research/compte rendu de recherches pédagogiques**;
- grants-in-aid-of-research, up to a maximum of \$1,000;
- R.W.B. Jackson Award of Merit for Classroom Research;
- making available copies of research papers presented at our annual conference.

(See enclosed "Report of the President 1988" for more detailed explanation of our activities.)

This year, our activities have expanded to include publication of a series of monographs dealing with current issues in research as they apply to teachers in Ontario. Our first two booklets in the series are: **"MATH 4 GIRLS"**, and **"ASPECTS OF/DE L' IMMERSION"**. Complimentary copies of these were forwarded to your Board office earlier this year. We have had very positive feedback from classroom teachers to these first two monographs, and we are busy preparing two more on the topics of **"School Drop-outs"** and **"Co-operative Education"**.

The main purpose of OERC/CORP, which is now its 31st year, is to promote classroom research through grants-in-aid to individual teachers, and to help them to become aware of the significance of research findings via the vehicles listed above. I hope you will agree that your Board, and in particular the teachers employed by your Board, have much to gain in renewing its **SUSTAINING MEMBERSHIP** in the Council. Enclosed for your convenience is a form for remitting the Sustaining Membership Fee for 1989 to this office. The Executive is looking forward to hearing from you and would welcome any suggestions or questions.

Yours sincerely,

(Mrs.) Else Davies
 Administrative Assistant



Our Board would like to enrol as a SUSTAINING MEMBER of OERC/CORP
for the calendar year beginning January 1989

Name of Board.....

Address.....

.....

Name of Chairperson.....

Name of Director of Education
and/or Secretary.....

A cheque for.....is enclosed.

SUSTAINING MEMBERSHIP RATES:

1,000 or less pupils	\$ 50
1001-2000 pupils	\$100
2001-4000	\$200
4001-6000	\$300
6001-8000	\$400
8001-10,000	\$500
10,001 and over	\$650

PLEASE NOTE:

All full-time employees and trustees of any school
board holding sustaining membership in OERC receive a
\$20.00 discount on the registration fee to our annual
conference, held each year in early December in Toronto.

Article III - MEMBERSHIP

1. There shall be three classes of membership -- corporate, sustaining, and individual.
 - (a) CORPORATE MEMBERS...
 - (b) SUSTAINING MEMBERS shall be Ontario boards of Education and school boards that support the work of the Council by paying the annual sustaining member fee set by the Board of Directors.
 - (c) INDIVIDUAL MEMBERS...

ARTICLE IV - BOARD OF DIRECTORS

2. The Board shall consist of:
 - (a) Four (4) directors elected at an annual general meeting from nominations made by sustaining members;
 - (b) Twelve (12) by corporate members;
 - (c) Two (2) of individual members;
 - (d) The two (2) existing permanent members;
 - (e) The current officers of the Council.

There shall be a Nominating Committee to ensure that there are at least as many nominations as there are directors to be elected under 2(a), (b), and (c).
3. Each director under 2(a), (b), and (c) shall normally serve for a term of three years (or such shorter term as is the practice of the corporate member). Any vacancy arising in the Board may be filled by the organization concerned making an appointment for the unexpired term, or, in the case of individual members, by the Nominating Committee.

FROM OUR BY-LAWS....

MEMBERSHIP FEES

2. The annual fee for those seeking sustaining membership in the Council shall be:

1,000 or less pupils	\$ 50
1001-2000	\$100
2001-4000	\$200
4001-6000	\$300
6001-8000	\$400
8001-10,000	\$500
10,001 and over	\$650

PRIVILEGES OF MEMBERSHIP

5. Any sustaining member of the Council is entitled:
 - (a) to nominate one representative as a candidate for election to the Board of Directors;
 - (b) to send to the annual OERC/CORP conference one official delegate (i.e. with voting privileges at the annual general meeting) for each \$250 of annual membership fee paid, any fractional remainder being counted as entitlement to one official delegate;
 - (c) to receive a reduction of \$20 on the conference registration fee for each member sent to the annual OERC conference as a paid registrant.
 - (d) to receive a subscription to the OERC publication, REPORTING CLASSROOM RESEARCH;
 - (e) to seek advice on the preparation of proposals for OERC research grants.

If you wish a copy of the entire CONSTITUTION and BY-LAWS, please telephone or write to us:

OERC, 979 FINLEY AVENUE, AJAX, ONTARIO
 L1S 3V5
 TELEPHONE: (416) 428-6622

BOARD OF DIRECTORS - 1989

CORPORATE MEMBERS

Association of Educational
Research Officers of Ontario

***MR. CLAY LAFLEUR, Chief Research
Officer, Simcoe County Board of
Education, 99 Ferris Lane,
Barrie, Ont. L4M 2Y2
(705) 728-7570 (bus.)

Colleges/Faculties of
Education

***DR. CLAIRE BEAUCHEMIN, École des
sciences de l'éducation, Laurentian
University, Ramsey Lake Road,
Sudbury, Ont. P3E 2C6
1-800-461-4030 ext.5010 (bus.)

Apt. 117, 1525 Paris
Street, Sudbury
P3E 5K2

(705) 522-0444 (h)

**PROF. IVOR GOODSON, Faculty of Education,
University of Western Ontario,
London, Ont. N6G 1G7

53 Wychwood Park,
London N6G 1R4

**DR. BAYNE LOGAN, Faculty of Education,
University of Ottawa, 145 Jean-Jacques Lussier,
Ottawa, Ont. K1N 6N5

*MR. A. STUART NEASE
(Faculty of Education, University of
Windsor)
5265 Riverside Dr.E., Windsor N8S 1A1
(519) 948-2678 (h)

Ontario English Catholic
Teachers' Association

**MR. COLM HARTY, 163 Stanley Avenue,
Hamilton, Ont. L8P 2L5
(416) 522-3141 (h)

Ontario Institute for Studies
in Education

*DR. HOWARD RUSSELL, Chairman, Curriculum
Department, OISE, 252 Bloor St.W.,
Toronto, Ont. M5S 1V6
(416) 923-6641 ext. 2625 (bus.)

Ontario Teachers' Federation

**MR. VINCE GRECO, Bawating C.&V.S.,
750 North St., Sault Ste. Marie,
Ont. P6B 2C5
(705) 945-7178 (bus.)

99 Westridge Road,
Sault Ste. Marie
P6C 5W7

(705) 949-7403 (h)

MISS MARY JOHNSTON, 193 Stanley Dr.,
Waterloo, Ont. N2L 1H5
(519) 745-7036 (h)

Phi Delta Kappa

*DR. H.J. (BUD) DILLING, 61 Regency
Square, Scarborough, Ont. M1E 1N5
(416) 266-5858 (h)

Trustees

*MRS. FRANCES SEWARDS, 1019 Queen St.E.,
Sault Ste. Marie, Ont. P6A 2C2
(705) 949-7703 (h)

Universities of Ontario

***DR. CATHERINE BEATTIE, Department of
Philosophy, McMaster University,
1280 Main St.W., Hamilton, Ont.
L8S 4K1
(416) 525-9140 ext.3466 (bus.)

904 Old Dundas Road,
R.R.#3, Dundas L9H 5E3

(416) 648-6601 (h)

**PROF. STEVEN GELB, Faculty of Education,
York University, 4700 Keele Street,
Downsview, Ont. M3J 1P3
(416) 667-6304 (bus.)

INDIVIDUAL MEMBERS

****MS. LINDA MAY BELL**, Consultant, Special
Education Services, Wellington County
Board of Education, 500 Victoria Rd.N.,
Guelph, Ont. N1E 6K2

R.R. #4, Fergus
N1M 2W5

PAGE 9.

(519) 822-4420 (bus.)

(519) 843-3351 (h)

*****DR. MARY ROSS HOOKEY**, 3436 Schomberg Ave.
Mississauga, Ont. L4Y 2P6
(416) 275-0393 (h)

***DR. EDGAR N. WRIGHT**, 14 Phoebe Street,
Toronto, Ontario M5T 2Z3
(416) 977-5137 (h) and (416) 977-5221 (h)

SUSTAINING MEMBERS

****MR. JOHN BARKER** (Scarborough Board of Education)
30 Fifth Crescent, Scarborough, Ont. M1G 2J5
(416) 438-4348 (h)

****MR. JAMES D. FEENEY**, Assistant Superintendent,
Metropolitan Separate School Board,
80 Sheppard Ave.E., North York M2N 6E8
(416) 229-5325 (bus.)

*****DR. DAVID IRELAND**, Manager, Research &
Evaluation, Carleton Board of Education,
133 Greenbank Rd., Nepean, Ont. K2H 6L3
(613) 820-1820 (bus.)

59 MacIntosh Way,
Kanata K2L 2N7

(613) 592-5453 (h)

***MR. GRANT YEO**, Superintendent of Instruction,
Northumberland & Newcastle Board of Education,
P. O. Box 470, 834 D'Arcy St., Cobourg,
Ont. K9A 4L2
(416) 372-6871 (bus.) FAX #372-1133

(416) 983-9396 (h)

PERMANENT MEMBERS

DR. NORA HODGINS, Suite 806, 50 Quebec Ave.,
Toronto, Ont. M6P 2T6

(416) 767-7385 (h)

MRS. ELIZABETH WALTY, 227 Wilfrid Ave.,
North York, Ont. M2N 5E2

(416) 221-6730 (h)

MEMBERS OF EXECUTIVE

President	Dr. Ed Wright
Past President	Miss Mary Johnston
First Vice President	Mr. Grant Yeo
Second Vice President	Ms. Linda May Bell
Secretary-Treasurer	Dr. Howard Russell
Other Members:	Dr. Claire Beauchemin
	Mr. Vince Greco
	Mr. Colm Harty
	Dr. Mary Hookey
	Dr. David Ireland

Liaison Representative from Ontario Ministry of Education	Ms. Luella Thomson, Liaison Services Section, Ontario Ministry of Education, 14th Floor, Mowat Block, Queen's Park, Toronto M7A 1L2 (416) 965-9178
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EDITOR OF OERC NEWSLETTER

(non-voting member of Executive & Board of Directors)

Dr. Dormer Ellis
Department of Adult Education
Ontario Institute for Studies in Education
252 Bloor St.W.
Toronto, Ont. M5S 1V6
(416) 923-6641 ext. 529 (bus.)

47 Yorkview Dr.
North York, Ont. M2N 2R9
(416) 221-5302 (h)

ANNUAL REPORT OF THE



MISS MARY JOHNSTON
PRESIDENT

1988

For nearly three decades, the Ontario Educational Research Council has played a significant role in education research and its dissemination in Ontario. Important changes have taken place over the past several years during which our predominant funder, the Ontario Ministry of Education, has gradually completely withdrawn its annual financial assistance. During 1988, the Council has been completely dependent for financial support from such groups as teachers' federations, school boards, trustees' associations, faculties of education, individual teachers, educational administrators, practising researchers, Phi Delta Kappa, OISE and the Council for Exceptional Children. The Council has, in 1988, continued to examine its clientele and the services that should and could be offered. Traditional emphasis of the Council was largely continued, and a new service, the production of monographs, was begun. These services will be briefly noted in this report. This report also records the supporting school boards, accomplishments of the committees of Council, the new relation of OERC with the Ministry of Education and financing.

MEMBERSHIPS

The Council was supported by seventy-one school boards (sustaining members) in 1988, an overall increase of three over the previous year. Individual members number over one hundred as of November 1988, compared to ninety-one in 1987. This continued increased support has been encouraging.

SERVICES OFFERED BY OERC

1. Grants-in-Aid-of-Research

Grants are made to encourage and assist educational research. The maximum grant for a single research project in any one year is \$1,000. The Grants Review Committee, chaired by Mr. Grant Yeo, with members Dr. Ed Wright and Mr. John Barker, recommended approval of three applications to the Executive, following the January 15 deadline and five after the September 15 deadline. A list of 1988 grant recipients are in the appendix.

2. R.W.B. Jackson Award of Merit Committee

This committee, chaired by Dr. Brian Sharples, is responsible for recommending a person who has successfully completed and disseminated the findings of one or more classroom research projects. Their recommended recipient, Ms. Dixie Robinson-Whiteside, Program Supervisor, Special Education, Dryden Board of Education, will receive this coveted award during the annual conference at the Friday luncheon, December 2, 1988.

3. OERC Annual Conference

The twenty-ninth annual conference was held December 4-5, 1987, at the Royal York Hotel, Toronto. The keynote address was given by Mr. Walter Pitman, Director, Ontario Institute for Studies in Education. His topic, "Relevance and Dissemination: The Major Challenges for Research in Education" set the stage for the thirty-four varied, thought-provoking sessions attended by the participants during the conference. The luncheon, wine and cheese time, and coffee breaks provided opportunities to informally discuss the presentations.

The Program Committee, chaired by Dr. Ed Wright, has selected thirty-five submissions for the 1988 conference program. Several OERC grant recipients are contributing to the program.

4. Newsletter

The OERC newsletter, "Reporting Classroom Research/compte rendu de recherches pédagogiques", is distributed four times a year to all Ontario schools, school boards and OERC members. This newsletter, by reaching all schools, is OERC's principal method of informing teachers of ongoing research. The very able editor, Dr. Dormer Ellis, has again, for her eighth year, capably summarized many of the research papers presented at the 1987 annual conference and included them in the newsletter. Over three hundred and fifty educators, requesting copies of the research papers capsulized in the newsletter, have contacted the OERC office.

5. Reprint Service

Our efficient administrative assistant, Mrs. Else Davies, has been able to supply all requests for copies of research papers appearing in abstract in the newsletter.

6. Monographs

The Board of Directors, as a result of studying OERC's role in Ontario, embarked on a new service, the production of monographs containing relevant research in a readable form. Two such pertinent monographs have been published in 1988. The first, "MATH 4 GIRLS", was edited by Dr. Ellis. The Council is very appreciative that Dr. Ellis assumed this leadership and carried the often difficult and challenging task to completion. Well over 1300 copies have been distributed.

The second timely topic, "ASPECTS OF/DE L' IMMERSION", editor Dr. Pierre Calvé, is an eighty-page monograph published in October 1988. In the brief weeks since publication, OERC has already received many requests for copies.

The third in the series, "SCHOOL DROP-OUTS", edited by Dr. Claire Beauchemin, will be available for distribution early in 1989. The generous contribution of time, effort and abilities by these editors has made the monographs possible. The topic of the fourth monograph in the series will be "CO-OPERATIVE EDUCATION", edited by Ms. Eva Nichols.

MINISTRY OF EDUCATION

A very useful meeting was held with Dr. Bernard Shapiro in February 1988. In attendance were OERC Executive members: Dr. Claire Beauchemin, Mr. Vince Greco, Miss Mary Johnston, Mrs. Jean Rose, and Mr. Grant Yeo. The Executive members discussed how, since the discontinuance of Ministry grants, the OERC had studied in depth its clientele and role. The role of the Council in encouraging classroom research and its dissemination by the annual conference, newsletter, reprint service and monograph series were discussed in relation to the role of OERC in meeting the needs of the educators of the province. The gap between research and practice was also raised. A request to have Dr. Shapiro appoint a liaison officer from the Ministry was favourably accepted. As a result, Dr. Don Maudsley of the Ministry, has met with the Executive as a non-voting member. Dr. Maudsley will soon be replaced by Ms. Luella Thomson.

Last year, we sadly noted the death of one of OERC's original founders, Dr. H. O. Barrett, a very strong supporter for twenty-eight years. To honour him, a monograph will be dedicated in his memory, and a committee is currently exploring a further suitable memorial.

FINANCES

In spite of the absence of an annual Ministry grant, much has been accomplished in 1988. Our able administrative assistant has shown initiative in taking numerous actions to save money to enable OERC to continue its work.

The first issue of OERC's newsletter in 1988 was included in the Ontario Teachers' Federation all-school mailing at no cost to OERC. Appreciation was expressed to OTF. In the second issue of the newsletter, another organization's flyer was included, resulting in a reduction in mailing costs.

Another saving is anticipated when the office space presently occupied by OERC is vacated. The administrative assistant has agreed to use an office in her home at no cost to OERC. The telephone number would be retained and mail forwarded by OTF during the transition. OERC's new premises, effective January 1, 1989, will be 979 FINLEY AVENUE, AJAX, ONTARIO L1S 3V5 (Telephone: 416-428-6622). FAX #831-0569.

A plan to request corporate bodies to consider funding monographs (with no license to edit) or special research grants is underway. Also, a special one-time grant from the Ministry of Education for disseminating research findings has been requested. Continued efforts to have all school boards become sustaining members is extremely necessary, as the membership fees enable grants for research to be allocated.

ANNUAL GENERAL MEETING (AGM)

The Nominating Committee chaired by Dr. Brian Sharples has closely examined the procedures for the election of members to the Board at the AGM. All persons nominated in 1988 have been notified of their nomination. During the conference, each candidate will have a red ribbon attached to his/her name tag for easy identification by the electorate. Each nominee will be allowed to display a one-page biographical sketch at the OERC registration desk. In addition, he/she or designate will be permitted to speak for one minute prior to the voting at the AGM. The meeting will be held following the Friday afternoon sessions.

CONCLUSION

This has been a challenging year with more challenges on the horizon, but much has been accomplished in 1988! The successes are due to the fine team work of members, Executive and Board of Directors, with the ever-present capable help of Council's Administrative Assistant, Mrs. Else Davies. A sincere thank you to each of you.

Respectfully submitted,

MARY JOHNSTON
PRESIDENT, 1988

1988 OERC GRANT RECIPIENTS

<u>APPLICANT(S)</u>	<u>POSITION</u>	<u>TITLE</u>	<u>AMT. GRANTED</u>
BOB CAMPBELL	Resource Teacher, Peterborough County Board of Education	Decision Making Styles	\$ 1,000
BILL CLEMENTS MICHAEL S.K. POLLANEN	Science & Geography Teacher, Dr. Norman Bethune C.I., University of Guelph	A Retrospective Study on the Predictive Validity of Collegiate Evaluation	\$ 600
ROY GODBER	Teacher, Renfrew County Board of Education	Christian Schools - Philosophy and Practice	\$ 100
BARBARA HEGGIE	Resource Teacher, Carleton RCSS Board	A Comparison of the Restoratives and Adaptive Models of Program Delivery for Primary Special Education Students	\$ 790
TALINE KAVOUKIAN	Teacher, Scarborough Board of Education	An Evaluation of Student Retention Programs at the Scarborough Centre for Alternative Studies and a Profile of Students Enrolled	\$ 755
GORDON MCCLURE	Full-time Doctoral Candidate, Carleton University	Class Relationship as a Predictor of Placements Following Day Treatment and Social Adjustment Classes	\$ 1,000
DONALD QUARRIE	English Head, Thomas A. Stewart Secondary School, Peterborough	A Study of Growth in Student Writing in Narrative and Expository Modes - Grades 9-12	\$ 500
BEVERLEY ANNE VARGO	Research Officer, Carleton RCSS Board	The Relationship of Peer Rated Social Adjustment to Concurrent Psychological Assessment in School Children	\$ 500
		TOTAL AWARDS FOR 1988	\$5,245

Atikokan Board of Education
Bruce County Board of Education
Carleton Board of Education
Chapleau District PCSS Board
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East York Board of Education
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Frontenac County Board of Education
Frontenac-Lennox & Addington County RCSS Board
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Grey County Board of Education
Halton Board of Education
Haliburton County Board of Education
Hamilton Board of Education
Hamilton-Wentworth PCSS Board
Hastings County Board of Education
Hastings-Prince Edward County PCSS Board
Kapuskasing Board of Education
Kapuskasing District RCSS Board
Kenora Board of Education
Kent County Board of Education
Kirkland Lake District PCSS Board
Lakehead Board of Education
Lake Superior Board of Education
Lambton County Board of Education
Lanark County Board of Education
Lanark, Leeds & Grenville County RCSS Board
Lincoln County RCSS Board
London Board of Education
Manitoulin Board of Education
Metropolitan Separate School Board
Metropolitan Toronto School Board
Muskoka Board of Education
Nakina District School Area Board
Nipigon-Red Rock Board of Education
Nipissing District RCSS Board
Northern District School Area Board
North Shore District RCSS Board
Northumberland & Newcastle Board of Education
North York Board of Education
Ottawa Board of Education
Ottawa RCSS Board
Peel Board of Education
Peterborough-Victoria-Northumberland & Newcastle RCSS Board
Prescott-Russell County Board of Education
Red Lake Board of Education
Red Lake Combined RCSS Board
Sault Ste. Marie Board of Education
Sault Ste. Marie District RCSS Board
Scarborough Board of Education
Simcoe County Board of Education
Simcoe County RCSS Board
Stormont, Dundas & Glengarry County Board of Education
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Timiskaming RCSS Board
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ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES

CALL FOR PAPERS

THE ONTARIO EDUCATIONAL RESEARCH COUNCIL WILL HOLD ITS 31ST ANNUAL CONFERENCE ON FRIDAY, DECEMBER 8, AND SATURDAY, DECEMBER 9, 1989, AT THE ROYAL YORK HOTEL, TORONTO, ONTARIO.

ANYONE WISHING TO PRESENT A RESEARCH PAPER OR REPORT AT THIS MEETING IS INVITED TO SUBMIT A BRIEF SUMMARY (50-75 WORDS) ALONG WITH THE TITLE OF THEIR PROPOSAL TO THE PROGRAM COMMITTEE NOW TO THE ADDRESS BELOW. TO GUARANTEE CONSIDERATION OF YOUR SUBMISSION, IT IS NECESSARY FOR YOUR SUMMARY TO BE RECEIVED IN THE OFFICE NO LATER THAN APRIL 15, 1989.

The research can be carried out at any level from early childhood education through the elementary and secondary grades, to post-secondary levels, teacher education, and continuing education. Reports should be on projects that are practical and relevant to the ongoing work of teachers, school administrators and school board members. Purpose and findings should be emphasized rather than methods employed. Papers may be in French or English. Sessions are forty minutes long with approximately twenty minutes allotted for the presentation of the report and the remainder for questions and discussion. If required, a speaker may request two consecutive sessions. Audio-visual equipment will be available from the hotel for speakers' use if requested in advance. Approximately 35 papers will be presented in sessions running concurrently in five rooms all day Friday and Saturday morning. Delegates are free to move from one room to another to hear papers of particular interest to them. The audience, about 30 per room, may be composed of teachers, principals, trustees, administrators, and researchers.

The Council cannot pay speakers' travel and accommodation expenses to attend the conference but we do provide mid-morning coffee both days and a wine and cheese party at the conclusion of the Friday afternoon session. Speakers may attend the entire conference without payment of a registration fee.

If you wish to submit a research paper, please send your abstract to the address below as soon as possible, but no later than APRIL 15, 1989.

ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES

DEMANDE DE CONFÉRENCIERS

LE 31^{ème} CONGRÈS ANNUEL DU CONSEIL ONTARIEN DE RECHERCHE; PÉDAGOGIQUES SE TIENDRA LES VENDREDI 8 ET SAMEDI MATIN 9 DECEMBRE 1989, À TORONTO, ONTARIO.

SI VOUS DÉSIREZ PRÉSENTER LES RÉSULTATS D'UN PROJET DE RECHERCHE À CE CONGRÈS, NOUS VOUS PRIONS D'EN ENVOYER LE TITRE AINSI QU'UN SOMMAIRE DE 50 À 75 MOTS, À NOTRE COMITÉ DONT L'ADRESSE EST INDICUÉE AU BAS DE CETTE PAGE. IL FAUT QUE VOTRE SOMMAIRE PARVIENNE À NOTRE BUREAU AU PLUS TARD DE 15 AVRIL 1989 POUR QUE VOUS SOYEZ ASSURÉ DE NOTRE CONSIDÉRATION.

Vos recherches peuvent porter sur n'importe quel niveau d'éducation : du jardin d'enfants aux niveaux élémentaire, secondaire ou post-secondaire, en passant par la formation des enseignants et l'éducation permanente. Votre rapport doit porter sur un sujet concernant les problèmes pratiques et quotidiens des enseignants, étudiants, administrateurs ou conseillers. Plutôt que de détailler les méthodes, nous vous demandons d'accentuer les buts et les résultats. Chaque session (en français ou en anglais) est de 40 minutes environ, dont 20 minutes pour la présentation et 20 minutes pour la partie question-discussion. Les conférenciers peuvent demander deux sessions consécutives. L'équipement audio-visuel de l'hôtel est à la disposition de ceux qui en feront la demande à l'avance. Environ 35 rapports seront présentés dans 5 salles, vendredi toute la journée et samedi matin. Les délégués pourront aller d'une salle à l'autre pour écouter les sujets qui les intéressent particulièrement. Il y aura environ 30 personnes par salle : enseignants, directeurs d'école, conseillers, administrateurs et chercheurs.

Quoique le Conseil ne puisse pas subventionner le déplacement et le séjour des conférenciers, un café sera offert vers le milieu de la matinée le vendredi et le samedi, et une dégustation de vins et fromages clôturera les sessions du vendredi après-midi.

Si vous désirez présenter les résultats d'un projet de recherche, veuillez en envoyer un sommaire à l'adresse ci-dessous, au plus tard le 15 avril 1989.



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This book is the second one of a series on various aspects of education, published by the Ontario Educational Research Council. It contains five original articles collected by Pierre Calvé on the pedagogical, administrative, and even political aspects of immersion. Its first aim is to offer accessible and useful ideas to all those participating in immersion education, but those working in other types of programs will certainly find useful and interesting ideas for their own areas of endeavour.

Ce livre est le deuxième d'une série portant sur divers aspects de l'enseignement que compte publier le Conseil ontarien de recherches pédagogiques. Il est constitué de cinq articles originaux réunis par Pierre Calvé et portant sur divers aspects pédagogiques, administratifs et même politiques de l'immersion. L'ouvrage se veut accessible, et surtout utile, à tous ceux qui oeuvrent dans le domaine de l'enseignement immersif mais ceux des autres programmes y trouveront sûrement des idées qu'ils pourront mettre à profit dans leur propre sphère d'activités.

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Marie-Josée Pluviose

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Spencer Stanutz

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ISBN 0-921776-00-4

Ontario Educational Research Council
Conseil ontarien de recherches pédagogiques
1988

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MATH 4 GIRLS

Four research-based essays concerning the mathematical education of girls

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reporting **classroom research**

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PÉDAGOGIQUES

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nov./déc. 1988

O.E.R.C. Activities

The purpose of the Ontario Educational Research Council is to encourage research that is of practical value to teachers at the elementary, secondary, postsecondary, and adult levels. The Council achieves its goals through a variety of activities.

An annual conference, held in Toronto in early December, is one means whereby trustees, teachers, principals and other educators can learn about recent research in which Ontario students and teachers have been directly involved. The thirtieth such conference is scheduled for December 2 and 3, 1988. O.E.R.C. makes available (for a nominal fee to cover reproduction and mailing costs) copies of the research papers that are presented at the annual conferences.

Another means whereby the Council disseminates the findings of research projects to those in a position to make practical use of them is through the publication, four times a year, of *Reporting Classroom Research*. This newsletter is distributed free of charge to all Ontario schools. Individual subscriptions are available for five dollars a year.

O.E.R.C. has recently begun a series of publications on topics of current concern, such as the encouragement of girls to retain mathematics in their timetables throughout their school years, the effectiveness of French immersion programmes, and the factors associated with young people dropping out of school. Each publication examines and interprets research findings.

The Council encourages teachers to carry out practical research in their classrooms by providing grants-in-aid to cover out-of-pocket expenses of such projects. Each year, an award is made for excellence in classroom research. The award is presented during a luncheon at the annual conference.

Thirtieth Annual Conference of the Ontario Educational Research Council Conseil Ontarien de Recherches Pédagogiques December 2 and 3, 1988

Royal York Hotel, Toronto

Keynote Speaker

Ms. Penny Moss, Executive Assistant
Federation of Women Teachers' Associations of Ontario

Registration Fees

\$95.00 for non-members of O.E.R.C.

\$75.00 for members of O.E.R.C. (includes full-time employees of any organization or school board which is a member of O.E.R.C.).

REGISTRATION FORM

Name _____

Address _____
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Registration Fee is enclosed: \$75.00* \$95.00

*Please indicate name of O.E.R.C. member.

There will be a charge of \$15.00 if refund is requested. No refunds will be issued after the conference. Cheques should be made payable to O.E.R.C. and sent to 1260 Bay Street, Room 530, Toronto, Ontario M5R 2B1. Telephone (416) 923-3061.

Conference Notes

Delegates to the 1988 O.E.R.C. conference will have a wide variety of research sessions from which to choose. Following the keynote address by Penny Moss of the Federation of Women Teachers' Associations of Ontario, parallel sessions will be held in five rooms. From the thirty-five papers to be presented in these research sessions, each delegate will select seven according to his or her individual interests.

Elementary school principals will likely choose to attend a paper about the curricular and managerial roles of elementary school principals in Ontario. It will be presented by Xavier Noronha, a principal in St. Catharines, who has used a questionnaire to collect data from six Ontario school boards.

How useful are measures of school readiness? Garfield Robertson of the East Parry Sound Board of Education and Brian Burt of the Sudbury Board will present their findings from a kindergarten screening project.

Guidance services in fourteen secondary schools were examined to determine the guidance services presently offered and their match with curriculum guidelines expectations. As will be explained during an O.E.R.C. presentation, three complementary research approaches were used in this study.

Educators from the York Region Board of Education will describe field trials of the "Learning Style Inventory" with elementary school pupils and the use of the data generated to adapt classroom environments to accommodate the preferred learning conditions reported by the pupils.

The results of an educational experiment concerning learning disabled adolescents will be included in the paper by Angus Lloyd and Noel Williams. The effects of verbal instructions on reading comprehension were investigated using grade 9 students.

A doctoral candidate at O.I.S.E. will review research findings on the effects of "mainstreaming" exceptional children.

Deborah Denison of Sir James Whitney School in Belleville will report on a study which used in-depth interviews with mothers of hearing-impaired children to find out how

Jackson Award

The Jackson Award honours the late Dr. R. W. B. Jackson, the first president of the Ontario Educational Research Council. It has been awarded annually since 1977 for excellence in classroom research. The first winners were Lawrence Butt, a science teacher with the Perth County Board, and Brian McPherson who headed the modern language department in a Kitchener school. More recent recipients of the Jackson Award include a vice-principal, a principal, a student counsellor, a consultant, an assistant professor, and several teachers. The 1988 Jackson Award will be presented to Dixie Robinson-Whiteside, Program Supervisor, Special Education, Dryden Board of Education. Every person who has received an O.E.R.C. grant-in-aid and/or presented a paper at an O.E.R.C. conference is considered by the Jackson Award selection committee.

parents perceive the existing programmes as meeting or not meeting the needs of their children.

The papers presented at the 1988 O.E.R.C. conference will vary greatly in the subject area addressed, the grade level of the research subjects, and the type of research undertaken. Both large-scale and small-scale projects will be described. Delegates will have the opportunity of making comments or asking the speakers questions after each presentation.

1987 Papers

Computers and the Disabled

The 1987 O.E.R.C. conference included a paper entitled "Adapting the ICON Computer for Physically Disabled Students". It was presented by Geb Verburg of the Rehabilitation Engineering Department of the Hugh Macmillan Medical Centre in Toronto. The research and development project that was described had been funded

during 1984-1987 through a contract with the Ontario Ministry of Education and carried out by a team of researchers at the Centre.

Because students who are physically disabled can have difficulties using the standard computer keyboard and/or pointing devices of a microcomputer, it was desirable to find a way of making the educational microcomputer available to such students. The various steps of the project included an evaluation of the ICON with students who are physically disabled, the development of a method of connecting alternative input devices to the ICON and the evaluation of the ICON with alternative input devices at the school attached to the Hugh Macmillan Medical Centre. The ICON is one of two microcomputers that met specifications for educational microcomputers issued by the Ontario Ministry of Education.

A study was carried out to evaluate the accessibility of the ICON system in terms of the needs of physically or multiply disabled students. The research subjects were 52 students from the Hugh Macmillan Centre School. They ranged in age from 4 to 18 years. Their physical functioning levels ranged from minimally to severely impaired. Attempts were made to assess each student under the best possible seating and positioning conditions. All had been identified by their classroom teachers as having difficulty accessing the unmodified ICON computer. Several of the research subjects had multiple diagnoses (which included mental retardation, hearing disorders and visual problems). The medical status of the students was "stable" (63%), "further recovery expected" (31%) and "degenerative disorder" (6%). The physical status and functional abilities of each student were recorded in order to present a more complete description of the sample. Evaluation of physical status included head control, trunk control, upper extremity control and lower extremity control. Each of these four parameters was rated by the therapists as excellent, good, fair or poor. Some of the research subjects had limited hand and arm control which made fine motor activities difficult, if not impossible.

Most of the children were unable to walk. Some had problems keeping their head up without external support.

Other factors taken into consideration for this evaluation were right or left handedness, cognitive comprehension and method of communication. Ten per cent of the research subjects had changed their hand dominance as a result of a medical condition. These students could use only one hand, a factor affecting computer use. Half of the students were subjectively reported by the classroom teacher as being at an age-appropriate level of cognitive comprehension and the other half were considered to be below age level in comprehension. Most of the students could communicate verbally although, in some cases, their speech was difficult to understand. A few used other methods such as "Blissymbols" or gestures. Some students had to rely on another person to push their wheelchair or stretcher when they wanted to move from place to place. This meant that they needed someone to position them close enough to use the computer.

Data collection involved the completion by occupational therapists of a 118-item questionnaire to elicit information about each student's ability to access the ICON.

The results of this evaluation identified factors which restricted the students' access to the ICON and formulated recommendations for the adaptive technology to be developed. During the evaluation process it was noted that most of the problems encountered with accessing the ICON could be classified as being either "positioning-related" or "function-related". It was important to consider positioning at the initial stages of setting up the student to work at the computer as modification of position was usually the simplest and quickest way to improve the student's ability to access the computer. For some, this was the only modification required. Guidelines were established concerning positioning and relationship of workspace to student. The workspace should be directly in front of the body, not off to one side. Work should be located approximately two inches below elbow height and the student should have everything within reach without having to bend forward or lean sideways. For some children,

modification of seating position relative to the keyboard, trackball and monitor was enough to enable them to access the computer easily. For others, modification of the computer components' position was required due to limited mobility or special seating needs.

Difficulties with computer access that are not correctable by positioning of the student or the computer may be encountered in both regular and specialized school settings. It was found necessary to design an adaptive device called the Interface Unit or IU. The

Interface Unit was designed to be a separate unit. It is capable of accommodating new alternative input devices.

A miniature keyboard (6" x 3½") is activated by touching the keys with a tip of conductive rubber mounted on a pencil tip or thimble. It can be used by students having a very restricted range of movement; for example, students with muscular dystrophy or rheumatoid arthritis.

The king-size keyboard (23" x 12½") is a full keyboard with 1¼" diameter keys slightly recessed in a firm surface. It is designed for students who cannot use single keys on a regular keyboard because they cannot isolate the index finger. Random full arm movements with a fisted hand (as might be the case for a person with cerebral palsy) could be used with this specially designed keyboard. A locking mechanism for keys makes it possible for students who cannot use two hands simultaneously (hemiplegia, amputee) to operate the computer.

A software programme was written to assist teachers in the use of the Interface Unit. This software contains instructions on how to connect the interface unit and the various adaptive devices.

Twenty-seven students who were unable to use the unmodified ICON were drawn from junior kindergarten to grade 12 of the Hugh Macmillan Centre School. Taken as a group, these students were more severely disabled than the students who had participated in the first evaluation. Their primary diagnoses included cerebral palsy, head injury, spina bifida and torsion dystonia. A study was made of the effectiveness of the various modifications. The results of this evaluation were positive. As the students were selected for participation in the evaluation specifically because they could not use the unmodified ICON computer, it is interesting to find that all were able to access the ICON with some modification.

The results of the evaluation of the Interface Unit indicate that students with a wide range of disabilities are able to use the ICON with adaptive devices. It should be noted that the students who participated in the evaluation of the devices are more severely disabled than students in mainstreamed environments.

Grant Recipients

It is customary for recipients of O.E.R.C. grants to share the findings of their research projects through a presentation at an O.E.R.C. conference. Four such reports were included in the 1987 programme: Mary Ross Hookey presented a paper on educational consultation with teacher groups, Elizabeth Smyth and Shirley Fairfield reported on their study of gifted girls working with computers, Walt Greenway and Dick Verhulst described a study of writing from Peterborough County Schools, and Hindrina Stresman, a teacher with the Lakehead Board of Education, reported on a study of personal skills of co-operative education students. The 1988 programme will also include reports from O.E.R.C. grant recipients. The influence of conventional and enriched curriculum programmes on gifted students will be discussed by Margaret Perry, a guidance counsellor in a London secondary school; Phyllis Elfán and Barbara Worden, diagnostic and resource teachers in York Region, will describe their research on the learning styles of elementary school children; and Skye Hughes will report on a study of LOGO (a particular software package which aims to teach both scientific and mathematical principles and process skills).

A twenty-page paper which includes a list of references and details of the various adaptive devices may be ordered from the O.E.R.C. office. It is entitled "Adapting the ICON computer for Physically Disabled Students". The cost of reproduction and mailing is \$3.00.

Merit Pay

It is usual for teachers in publicly-supported school systems to be paid salaries that are based on their academic and professional qualifications and years of experience. While this salary system does have some advantages, it fails to recognize and reward outstanding teaching. Advocates of so-called "merit pay" for teachers believe that such a system would foster excellence in teaching and provide an incentive for teachers to improve their performance. The obvious difficulty in introducing any form of "merit pay" is the lack of agreement among educators, students,

parents and tax-payers as to how teaching excellence can be measured.

A paper presented at the 1987 conference of the Ontario Educational Research Council described PRAISE (Performance Review, Analysis and Improvement System for Educators). PRAISE was defined as a computerized, human resources management support tool and its specific use in the allocation of merit pay was the focus of the paper.

"A Merit Pay System for Teachers" was co-authored by three people from Brock University in St. Catharines — **Robert Knoop** of the Department of Educational Administration, **John Mitterer** of the Department of Psychology, and **Vladimir Wojcik** of the Department of Computer Science. To substantiate the claim that money motivates behaviour, the developers of PRAISE quoted the findings of numerous researchers. Both theory and empirical research support the idea that merit pay can motivate employees to improve their performance. People are

motivated to expend extra effort if they believe that their effort will be rewarded and if the rewards they expect to get are important to them. It has been argued that intrinsic motivation is the main factor that induces teachers to put forth more effort. However, research by Luthans and others in 1976 demonstrated that money tends to increase intrinsic motivation. The general findings from earlier research are that pay can be motivating, that merit pay can motivate desired behaviour to the degree that the amount of merit pay awarded depends on the quality of performance, and that merit pay can actually foster improvements to the extent that teachers are aware of what they must do to qualify for that merit pay.

It was stated that a good merit pay system should have several key features. First, it should be based on an objective appraisal of performance. Second, it should include a method of allocating merit pay as some function of quality of performance. Third, it should make it possible to specify just what constitutes superior performance, in a way that can be communicated to teachers. The system of merit pay allocation proposed by Knoop, Mitterer and Wojcik satisfies these three requirements. The system is based on "position analysis" and "performance appraisals".

As a prerequisite to an equitable merit pay system, a thorough analysis of positions within a board must be done. Individuals familiar with a particular position must be identified. In the case of teachers, this could mean department heads, principals, elected teachers as peers, a representative sample of mature students, co-ordinators, and parents. The position of teacher would have to be defined and described in terms of major job dimensions and each dimension would need to be described through specific elements, tasks, qualities, duties, responsibilities, skills, abilities, behaviours, knowledge, competencies or attitudes. Some examples are: planning and preparing lessons, motivating and involving students, instructional strategies and techniques, evaluating students' learning, classroom management, and curriculum and programme development. Of course, each of the elements would have to be given a

Curriculum Conference

A national conference on curriculum, instruction and leadership will be held in Montreal from April 30th to May 3rd, 1989. "Curriculum at the Centre" is sponsored by several national organizations, including the Canadian Teachers' Federation, the Canadian Association of School Administrators, and the Canadian School Trustees' Association. The conference programme includes invited addresses by outstanding educators, structured discussion groups and panel presentations. It is expected that there will be participants from the educational communities, business, labour, government and special interest groups.

Several controversial issues will be highlighted. What can we conclude from the research findings that a surprisingly large number of Canadians, including those who have passed through the school system, are functionally illiterate? Are schools the problem or the solution?

How much attention should schools pay to teaching job-related skills? Schools are often said to be more effective in preparing the academically-able for additional academic experiences than in preparing the majority of students who will leave secondary schools to enter the workforce.

Teacher education has been criticized for failing to capitalize on the knowledge base of experienced teachers. Where does the future of teacher education lie?

How can schools respond to the challenge of teaching sensitive issues? Can teachers claim to be educating today's students if they avoid religion, politics, sexuality and other controversial realities of contemporary life?

To obtain complete conference, hotel and registration information about this Canadian curriculum conference, contact:
Curriculum at the Centre Planning Office
Canadian Teachers' Federation
110 Argyle Avenue
Ottawa, Ontario, K2P 1B4
(613) 232-1505

Insist on Success

Insist on Success is the title of a recently published, 82-page book by the husband-and-wife team of Madeline Hardy and J. G. McMurray. It is published by the Canadian Organization for Development through Education. The book is addressed to teachers, parents, and others interested in the younger generation. It draws on the findings of several research projects as well as the lifelong experiences of the authors as professional educators. Dr. McMurray has presented papers at O.E.R.C. conferences on many occasions over the years and readers of *Insist on Success* who have participated in these conferences will recall the surveys of teachers and students that provided the data used by the authors in their discussion of the importance of successful experiences.

relative weight. One method of doing so would be to use a structured questionnaire in which respondents were asked to allocate 100 points among the various dimensions. The responses of each group of raters (e.g., administrators, teachers, students, etc.) could be analysed separately. Students would likely give more weight to "being fair and consistent in grading students' work" than to "reporting evaluation results competently to parents" whereas the relative weights might be reversed in the case of administrators. PRAISE makes available numerous options for the relative weighting of ratings by various groups.

The results of the position analysis can be used to create appraisal forms for evaluating the performance of individual teachers. The dimensions and elements deemed important by those knowledgeable about the position make up the appraisal criteria. An appraisal form might have fifty to seventy elements with scores ranging from 1 (not characteristic) to 7 (very characteristic). A score of 4 would mean that the element was "somewhat characteristic" of the

particular teacher being evaluated. Examples of elements include: plans and conducts effective conferences with parents, is actively involved in extra curricular activities, is a good role model to students, is friendly and approachable, and conducts interesting and well-paced classes.

Who should appraise performance? The PRAISE system offers a variety of choices, from self evaluations to multi-rater appraisals. It is recognized that fallible human beings fill out appraisal forms and that judgements will not always be perfect. This means that perceptual distortions like halo, leniency, or stereotyping are inevitable and can at best be minimized. Research (such as that by Holzbach in 1978) has shown that the use of multiple raters can reduce distortion.

The O.E.R.C. paper included some examples of the use of PRAISE. A typical 50-item appraisal form could be completed by raters in about 10 minutes. The total time involvement in the appraisal of a teacher would be about four hours per year if 23 raters were used. Computer analysis and the use of graphics illustrate the strengths and weaknesses of individual teachers as judged by the various groups of raters. A further use of the computer was suggested in that, when a sufficient number of individuals have been appraised, the form can be subjected to reliability and validity tests. Unreliable and invalid items could then be removed and the appraisal form improved.

The first two broad phases, position analysis and performance appraisal, form the heart of the PRAISE system. The allocation of merit pay could be based on this assessment procedure. As an example, the O.E.R.C. paper showed how the particular amount of merit pay

awarded to an individual could be related to the mean score of the school, family of schools, and board. The PRAISE system is flexible enough to permit management to define eligibility thresholds. Only those who perform above some specified percentage of the total population would be eligible for merit pay.

PRAISE is an objectively grounded, computerized support tool for making difficult human resources management decisions like the allocation of merit pay to teachers.

A 20-page paper on "A Merit Pay System for Teachers." may be ordered from the O.E.R.C. office. There is a charge of \$3.00 to cover the cost of printing and mailing.

Resource Teachers

What is the impact of decentralization on the use and perception of consultants? In 1986, the Ottawa Board of Education decided to decentralize its elementary consultants in order to place the service closer to the consumers. Many former consultants in the elementary panel were retitled "area resource teachers" and attached to a particular family of schools. There were area resource teachers in languages, mathematics, arts, environmental studies, and information technology for each family of schools. The reorganization required that the area resource teachers' time be assigned 70 per cent to the schools while the remaining 30 per cent was still set aside for services provided centrally by the Programme Department.

Thirtieth Annual Conference

ONTARIO EDUCATIONAL RESEARCH COUNCIL

Friday and Saturday, December 2 and 3, 1988

ROYAL YORK HOTEL, TORONTO

French Immersion . . . School Drop-outs . . . Math for Girls . . .

The series of publications by the Ontario Educational Research Council on "What does research say about . . . ?" now includes *Aspects of Immersion*, edited by Pierre Calvé as well as *Math 4 Girls*, edited by Dormer Ellis. Copies may be ordered from the O.E.R.C. office. Each publication examines a topic of current interest from several points of view and reviews pertinent research findings. It is expected that the third member of the series, an examination of the problem of school drop-outs, edited by Claire Beauchemin, will be in print early in 1989. *Math 4 Girls* costs four dollars and *Aspects of Immersion* costs \$7.95. Information about the price for the drop-out publication can be obtained by telephoning the O.E.R.C. office, (416) 923-3061.

A paper presented at the 1987 conference of the O.E.R.C. by **Michael Parkin** and **Rosemary Bonyun** compared the results of a survey carried out in the spring of 1986 (before the decentralization had taken place) with those of a survey conducted in the spring of 1987. The purpose was to find out how decentralization had affected the delivery of consultative services to school personnel.

About 40 per cent of elementary school staff (teachers, vice-principals and principals) returned questionnaires in 1987, a slightly higher proportion than in the previous year. Three-quarters of the 446 respondents indicated that they were classroom teachers. The median number of years of experience in their present division was eight years.

More than three-quarters of the respondents reported that they had been in contact with at least one consultant during the school year. The vast majority described the contact as a personal conversation but some contacts were through telephone calls, letters or memos. Some teachers had met consultants and resource teachers at workshops or had attended presentations made by them. Responses to the questions about contact with consultants and resource teachers were significantly different in the two years. Respondents reported fewer contacts with consultants in 1987 than in 1986 but more contact with resource teachers, involving a greater number of hours of contact time.

What value did classroom teachers put on the various services provided by resource teachers? Four types of service were rated as valuable by two-thirds of

the elementary respondents: locating teaching materials or resources, conducting workshops, providing ideas or advice regarding student learning, and providing suggestions concerning subject area content. In what areas did teachers feel that improvements could be made? Changes that were desired most often involved the provision of more resource personnel or more services in a particular area, subject or grade level. Responses from teaching and administrative groups, and from groups at the primary, junior and intermediate divisions were generally similar.

A copy of the 20-page paper may be obtained from the O.E.R.C. office. The charge for reproduction and mailing is \$3.00. The paper includes tables and charts illustrating the findings of the 1986 and 1987 questionnaire surveys of elementary and secondary school personnel concerning consultants and resource teachers in the Ottawa Board of Education. The authors are Michael Parkin and Rosemary Bonyun.

ONTARIO EDUCATIONAL RESEARCH COUNCIL OFFICERS AND EXECUTIVE 1988

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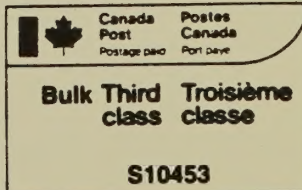
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This newsletter is a publication of the Ontario Educational Research Council 1260 Bay Street, Toronto, Ontario M5R 2B1, and appears four times a year. The annual fee for membership in OERC is \$15. The newsletter is distributed free to paid-up members. Subscription for non-members is \$5 per year.

Editor: Dormer Ellis
ISSN 0315-369 X





Association française des Conseils scolaires de l'Ontario

Note de service

AUX: directeurs généraux des conseils scolaires et secrétaires des CCLF et SLF

DE: Ginette M. Gratton, *gm*
directrice générale

DATE: le 15 décembre 1988

OBJET: cotisation à l'AFCSO - 1989

Vous trouverez ci-joint la demande de cotisation à l'AFCSO pour l'année 1989. Le taux de cotisation pour l'année 1989 est 3.48\$ par élève résident ou non-résident inscrit dans un module de langue française de votre conseil.

Veuillez porter la demande à l'attention de votre Section de langue française ou de votre CCLF à leur prochaine réunion. Si vous désirez plus de renseignements au sujet de la cotisation, n'hésitez pas à communiquer avec moi.

GMG/cha



Association française des
Conseils scolaires de l'Ontario

PAGE 27.

COTISATION À L'AFCSO - 1989

Rosaire C. Lavoie
Secrétaire du SLF
Ced. de Hamilton
Box 558
100 Main Street West
Hamilton, Ont. L8N 3L1

☐ Indiquez le nombre d'effectifs quotidiens moyens résidents et non résidents inscrits dans vos écoles de langue française au 30 septembre 1988:	
- au palier secondaire	_____ (a)
- au palier élémentaire.....	+ _____ (b)
☐ Si votre conseil a un CCLF, indiquez le nombre total d'élèves francophones pour qui vous achetez l'éducation:.....	+ _____ (c)
☐ Faites le total de a + b + c	_____ (d)
☐ Cotisation à l'AFCSO pour l'année 1989/élève; multipliez (d) x (e)	x 3.48\$ (e)
Le total de (d) et (e) est le montant dû à l'AFCSO (minimum 350\$)	_____ *(f)

* Veuillez faire parvenir votre chèque à l'AFCSO, 50 rue Vaughan, Ottawa, Ontario, K1M 1X1 dès que possible.
Notez que la cotisation minimum par conseil pour l'année 1989 est 350 \$.

Réservé à l'administration

Montant dû: _____ Montant reçu: _____ Solde _____

STATUTS & RÈGLEMENT AYANT TRAIT A LA COTISATION 1989

STATUTS

Article 6 Membres réguliers

Sont membres réguliers, les conseils scolaires de l'Ontario qui ont sous leur juridiction des élèves inscrits dans des modules de langue française aux cycles primaire ou secondaire et qui ont acquitté la cotisation annuelle établie par le Conseil d'administration provincial.

Article 9 Vote

Seuls les représentants des membres réguliers ont droit de vote à l'Assemblée générale et aux réunions des régions. Les membres associés et les membres d'honneur ont voix consultative seulement.

Article 11 Cotisations

Le montant de la cotisation annuelle est fixé par le Conseil d'administration provincial. Les membres d'honneur ne sont pas tenus de payer une cotisation. La cotisation n'est pas remboursable.

Article 12 Perte de la qualité de membre

- .1 Tout membre qui n'a pas acquitté sa cotisation avant l'Assemblée générale annuelle perd le droit de vote aux réunions et à l'élection; ses représentants ne peuvent être élus à moins que le conseil dont ils font partie n'ait obtenu une dispense du Conseil d'administration provincial. L'exercice de ses droits par le membre lui est rendu dès qu'il acquitte sa cotisation.

RÈGLEMENTS

Article premier Membres réguliers

- .1 Les membres réguliers sont représentés à l'AFCSO provinciale et régionale par les conseillers élus qui sont responsables de l'éducation française en raison de leur rôle au sein d'un conseil scolaire, d'une SLF ou d'un CCLF.
- .2 Tout représentant désigné au paragraphe. .1 jouit des droits et privilèges ordinairement reconnus aux membres; il a plus particulièrement le droit de parole aux assemblées, le droit de voter et d'être candidat à un poste au sein de l'AFCSO, de même que le droit de participer aux activités de l'AFCSO.

Article 4 Cotisation

- .1 La cotisation est fixée annuellement par le Conseil d'administration provincial.
- .2 Le montant de la cotisation est établi après que le Conseil d'administration provincial a établi le budget annuel d'opération afférent aux services et activités centralisés de l'AFCSO.
- .3 La cotisation tient compte du nombre d'élèves inscrits dans les modules de langue française au sein de chaque conseil scolaire; le taux par élève est le même pour tous les conseils scolaires.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 02 07

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: BUDGET REVIEW MEETING DATES

The tentative dates to review the 1989 Estimates are as follows:

February 27, 1989	Budget Review Committee
March 1, 1989	Budget Review Committee
March 6, 1989	Budget Review Committee
March 8, 1989	Budget Review Committee
March 20, 1989	Budget Review Committee
March 21, 1989	French Language Section Budget Review
March 22, 1989	Budget Review Committee
March 23, 1989	French Language Section Budget Review
March 29, 1989	Budget Review Committee
	AND Special Board.

The format for presentation this year will be altered. Our review will focus on an executive summary which highlights the year to year changes in the budget as opposed to a detailed review of each classification of revenue and expenditure. The Summary of Financial Information (binder) will include financial details by economic classification as in past years.

Yours truly,

Paul E. Shewfelt,
Superintendent of Finance and Treasurer.

PES/ga

RE: Recycling of Drink Cans in Secondary Schools (Trustee Korz)

Research by the trustee into this matter has revealed the following information:

- The secondary schools produce nearly one drink can for each student every school day.
- Primary and middle schools discourage the consumption of pop, preferring milk or juice instead. This would make the recycling of pop cans at this level somewhat ineffective.
- Third Sector, the company used by the City of Hamilton, may, upon a request from the Board, be willing to pick up cans each week. Some allowance may have to be made for the storage and for the bundling of the cans. This system would be strictly for the sake of recycling, without financial profit to the Board, but this group will accept aluminum as well as steel cans.
- The recycling program (student-run) at McMaster University has found that the availability of can receptacles and trash cans at the same convenient locations reduces the incidents of mixed containers of cans and other refuse.
- A.J. Frank & Son are used by McMaster, as are HOTZ receptacles. A.J. Frank & Son charges \$100.00 per truckload which they pick up from the McMaster group, but this process pays a profit to McMaster of 52¢/lb. of aluminum. This company does not accept steel cans, so some process of separating aluminum from steel cans would have to be developed if this direction was taken. Storage would also be a consideration.
- The person who developed and presently operates the McMaster program is Taj Whithall. He is available for any questions, most mornings at 648-6951.

MOTION: That the administration bring a report on the feasibility and further details of recycling programs of both natures (profit and non-profit) in the secondary schools to the March meeting of the OMC.

REPORT OF THE
NAME SEARCH COMMITTEE

1989 01 24

Present: Trustee Detwiler (Chairman);
Trustees Kennedy, Korz, Penner and Mulholland

Also

Present: Trustees Deans, Hicks, R. Stewart

Officials

Present: A. Stockwell, Associate Director of Education
P. Gillie, Superintendent of Schools, Area 4
K. Bain, Principal, Comley School
R. Simpson, Principal, Thornbrae School
D. Winsor, Principal, Vern Ames School

The Committee recommends:

ELEMENTARY/SECONDARY

- a) That the new elementary school in Block 79 be named Ravenwood Heights.

Respectfully submitted,

H. Detwiler,
Chairman

Committee Room
1989 01 24

ADDENDA

The following motions were considered at the 1989 01 24 meeting of the Name Search Committee - Block 79, and were **LOST**.

ELEMENTARY/SECONDARY

- a) That the new elementary school in Block 79 be named Ravenbury Drive.
b) That the new elementary school in Block 79 be named Lincoln Alexander.
c) That the new elementary school in Block 79 be named Agnes Macphail.

AREA 4 OFFICE
50 Millwood Place
Hamilton, Ontario
L9A 2M8
1989 02 07

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE

Ladies and Gentlemen:

The Review and Analysis Committee to Study the Closure of Vincent Massey School has completed its study.

The Committee began meeting in late October of 1988 and concluded in early January of this year.

The Report is brought forward for consideration of the Trustees.

The recommendations of the Committee are on the last page (page 10) of the Report.

Prepared by: P. Gillie - Superintendent of Schools, Area 4
W. McLaren - Principal, Vincent Massey School

Submitted by: P. Gillie

Approved by: K. A. Rielly - Director and Secretary

Report of the Review and Analysis Committee to
Study the Closure of Vincent Massey School

The Review and Analysis Committee was established according to policy following the recommendation by the July 1988 Board:

that Vincent Massey be studied for closure,
effective June 1989

The Review and Analysis Committee Members

Chair: P. Gillie, Superintendent of Schools,
Area 4

Trustees: H. Detwiler
P. Kennedy

Parents: C. Edwards
A. Pierce
M. Mohr, W. Mohr

S.E.A.C.: J. Bishop

Principal: W. McLaren

Administrative Staff: E. Hipkiss, Special Education
Consultant, Area 4

R. Adams, Co-ordinator of Special
Education

Representative: R. Dingleline,
The Hamilton and District Association
for the Mentally Retarded

Report of the Review and Analysis Committee to
Study the Closure of Vincent Massey School

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PARENTS MEETING

Under the closure policy the first step is for the Principal of the school concerned to arrange a meeting for the parents of the pupils attending the school to make them aware of the study for closure. This meeting took place on Tuesday October 18, 1988 at 7:00 p.m. at Vincent Massey School. There were 41 persons in attendance representing parents, Childrens' Aid Workers, group home mothers, school staff, a satellite teacher, staff from a neighboring Board, trustees, officials of the Hamilton Board and the media.

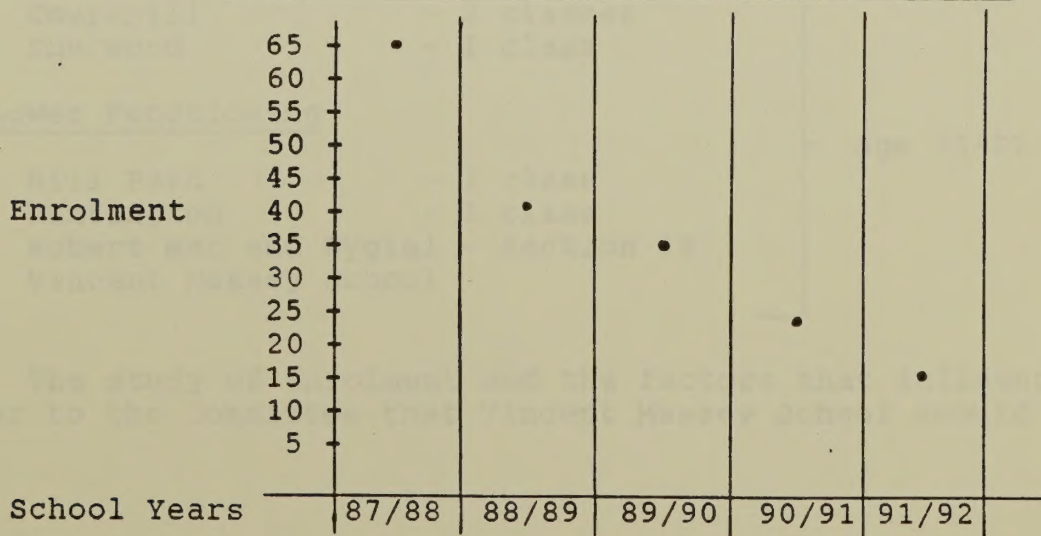
At the meeting background information was provided detailing enrolment - past and present, the lack of a feeder source for the school, and the development of satellite programs. Parent representatives for the Committee were selected. Questions asked by the parents were recorded and have been part of the considerations of the Committee. The School Principal - Miss W. McLaren issued a newsletter following the meeting. The questions asked by the parents were included in the newsletter (page 2). It is appended to this report.

Committee Findings

A.) ENROLMENT

The closing of our 3 Junior Trainable Retarded Schools, the opening of satellite programs at all levels and the reduction in purchase of service by surrounding boards have all had an effect on the enrolment of Vincent Massey. Projections to the 91-92 school year indicate a decline in enrolment to 17 pupils.

ENROLMENT PROJECTIONS FOR VINCENT MASSEY



Report of the Review and And Analysis Committee
to Study the Closure of Vincent Massey School

Page 3

There is no feeder source of students for the program at Vincent Massey. The satellite programs in secondary schools and a similar delivery of service in the Junior Programs have provided a model that provides a workable least restrictive environment for delivery of these programs. Without referrals and purchase of service agreements the enrolment at Vincent Massey declines by attrition.

Current Program Locations

1.) Junior Program

Higher Functioning Pupils

Seneca	- 2 classes age 5 - 8 years
Queen Victoria	- 2 classes age 9 - 12 years
Chedoke	- 2 classes age 13 - 15 years
Viscount Montgomery	- 2 classes age 9 - 12, 13 - 15 years
Linden Park	- 2 classes Total Communication

Lower Functioning Pupils

Lisgar	- 1 class	} age 15 and less
Prince Philip	- 2 classes	
Huntington Park	- 1 class	
Robert Mac and Rygiel	- Section 16	

2. Senior Program

Higher Functioning

Hill Park	- 2 classes	} age 16-21
Westdale	- 2 classes	
Churchill	- 2 classes	
Sherwood	- 1 class	

Lower Functioning

Hill Park	- 1 class	} age 16-21
Huntington	- 1 class	
Robert Mac and Rygiel	- Section 16	
Vincent Massey School		

The study of enrolment and the factors that influence it make it clear to the Committee that Vincent Massey School should close.

Report of the Review and Analysis Committee to
study the Closure of Vincent Massey School

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B. PROGRAM

ADVANTAGES/DISADVANTAGES

The Committee spent a good deal of time considering program. From the terms of reference for the Committee the "advantages/disadvantages of the educational program experience" became a focus for our deliberation. The special needs of the population of students in the program - Intellectual Trainable Retarded - made it difficult to separate program from school facility.

Throughout our review two factors continued to be predominant:

- 1.) the need/right for students to be in an environment with their age peers, 16 - 21 years
- 2.) the right to an environment where personal dignity, comfort level and self worth are preserved.

As part of our work the Committee visited the satellite programs in our Board. A number of advantages to being located in a secondary school situation were observed. The opportunity to function in a setting that will provide life skill situations was seen as a significant benefit for the students in question. Examples of these life skills would be daily use of the cafeteria, access to the library, social interaction through school events such as assemblies and helper programs with peers of the same age.

FACILITIES

The advantages of peer interaction become less significant if the other part of the concern is not appropriately and adequately addressed - the provision of an environment that preserves personal dignity, comfort level and self worth. It is this factor that greatly concerns the members of the Committee. The closure of Vincent Massey and the relocation of the program and students to other settings is not a matter of acquiring a few empty classrooms. A minimum list of requirements follows:

Accessibility

- . ground floor level
- . access to more than one exit
- . access to major areas of the school i.e. gym, cafeteria
- . accessibility of doorways
- . accessibility to showers

Rights

- . washrooms with change tables, commodes, showers
- . laundry facilities

"Musts"

- . running water, sinks in all classrooms
- . hot tub for therapy
- . program areas for life skill and vocational curriculum e.g.
 - kitchen & housekeeping
 - leisure & recreation
 - self care
 - work experience
 - communication
- . secretarial area

Report of the Review and Analysis Committee
to Study the Closure of Vincent Massey School

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These requirements are integral to meeting the program needs of this group of learners. A high proportion of the program is directed toward their physical needs. Although the population of Vincent Massey will decline to fewer than 15 within 5 years the population of higher needs learners requiring program that is directed toward physical development will always be in the 30-40 range.

Enrolment Projections - High Needs Learners-Senior Students

School Year	Total Number of Senior Students in T.R. Program System Wide	Number of Total of High Needs Learners
88-89	127	47
89-90	118	48
90-91	105	44
91-92	100	40
92-93	95	37

The present complement of senior satellite T.R. classes will continue to be adequate to accommodate the projected enrolment of lower needs students.

IMPLICATIONS

The Committee then has not been able to study the program of Vincent Massey School without discussing the program for all trainable retarded students in the system. It has been helped in its deliberations by a presentation of the Futures Committee who realizing that closure is a possibility have been studying alternative educational strategies. Appendix B of this report lists the members of the Futures Committee.

The Futures Committee stresses the need for a setting and resources that will be at least as enabling as Vincent Massey. The present program consists of homeroom classes and rotary classes for a life skills, work experience and physical/physio education activities. This reinforces the finding of the Committee that relocation will require more than finding a few empty classrooms.

Report of the Review and Analysis Committee
to Study the Closure of Vincent Massey School

Page 6

Whether relocation results in one or two settings a cluster of classrooms that will provide for the following program features is required:

- . kitchen and living room facilities
- . physical/physio room including a therapeutic pool
- . arts and crafts and personal grooming
- . an academic study area with computers and work stations
- . rooms for males and females for toileting requiring change tables and showers
- . workshop area for work experience on or off site

Again, the question may arise - why so many facilities for 15 pupils. It must be remembered that within the population of trainable retarded pupils who will eventually be entering the Senior Satellite program there are about 30 pupils of higher need requiring physical stimulation and personal hygiene care. The closure of Vincent Massey in effect results in a total satellite program delivery. However, without a base around which the satellite programs revolve the concept of satellite does not exist.

The Review and Analysis Committee supports the concept put forward by the Futures Committee of a cluster or pod of classes that would provide for the needs of the lower functioning - higher needs students and a base for the operation of the Senior Satellite Program. Currently many students in the satellite programs return to Vincent Massey for some aspects of their program - work experience in particular.

The Futures Committee has spent considerable time reviewing program for students in the Trainable Retarded classes. The Futures Committee has many good ideas in regards to Core Curriculum for all senior classes, areas of specialization, and staff growth and development. The Review and Analysis Committee supports these ideas and believes they should be considered through appropriate channels. We believe the degree to which the concepts of the Futures Committee would be implemented impacts greatly on the resulting program from the closure of Vincent Massey.

c. Potential Pupil Spaces

The Review and Analysis Committee looked only at spaces in Secondary Schools because it is committed to the placement of these students in an age appropriate setting. The high rate of growth on the mountain makes relocation in a mountain Secondary School risky. The relocation must be long term. The financial implications of providing suitable facilities for the program also mandate relocating on a long term basis.

Report of the Review and Analysis Committee
to study the Closure of Vincent Massey School

Page 7

Accessibility to the building and to most facilities in the building are key factors that we had to consider when looking for potential spaces. The Committee considered the following schools: Sherwood, Sir Winston Churchill, Delta, Scott Park, Sir John A. MacDonald. Sherwood is ruled out for at least the next few years due to the agreement with Wentworth County, although the building and facilities would be appropriate. Sir Winston Churchill currently has two satellite classes and limited room on its first floor for the needs of the program as described. Location of a pod at Churchill would require the relocation of current composite program classes to the second and third floor and possible doubling up of classes. Delta has the most space available on its first floor that could be used without having to move composite program classes. We feel the nature of the rooms - shops - would prove to be the most costly to convert. There is no elevator in Delta and access to the gym then would not be possible. The installation of an elevator is estimated to be \$150,000. Scott Park has no classrooms on the first floor. Although it has an elevator and escalator it becomes impractical to be moving the number of students in question from the first to other floors frequently. Sir John A. MacDonald has been a center for English as a Second Language and houses Lawrence Alternative Program. Its available space is utilized by these programs.

There is space in our Secondary Schools. Acquisition and allocation of it in a way that will be conducive to the trainable retarded program will require the relocation of some existing composite programs.

D. Staffing

The program will continue to require teachers and educational assistants in the same ratio as currently exists. Depending on the disbursement an increase by 2 in educational assistants could result.

The Committee supports the need for staff to work together in this program. The team approach provides mutual support for planning, sharing duties, ideas and advice. In the relocation of the program a pod concept will provide this approach.

Secretarial assistance will continue to be required for this program. In fact the Committee has found that it is currently required in our existing satellite programs.

An individual holding a Position of Added Responsibility for the Senior Program is also required. With the delivery in several locations coordination of program and resources will be required. Staff supervision and program evaluation are critical to ensuring excellence. A Principal with a background in the trainable retarded can provide the appropriate staff supervision and program assessment.

Report of the Review and Analysis Committee to
Study the Closure of Vincent Massey School

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E. Parent Concerns

Parent representation and participation on the Committee has been most helpful. The parents are very happy with what Vincent Massey School offers. They find the facilities and environment good for their children. They would be satisfied to have the program remain at Vincent Massey. They do however recognize the long term implication for enrolment.

The Review and Analysis Committee by virtue of the concerns of the parents at the information meeting and the parents on the Committee spent time discussing the education of the over 21 population. There is no question that this is not within the purview of the Board of Education. Yet this above all else is of greatest concern to the parents. They ask if Vincent Massey could be used to address the over 21 population. Although there may be uses for this school by the Board, for example an elementary school for growing populations south of Limeridge, an adult learning center, the Committee feels there would also be merit in meeting with Community and Social Services to explore alternatives that may address the over 21 population.

F. BUDGETARY IMPLICATIONS

Relocation of the program would still require the current ratio of teachers, educational assistants and lunchroom staff. As pupil enrolment declines to 1992 and beyond there will be a corresponding decrease in staff. It should be noted however that when the Senior Program becomes totally satellite, upon the closure of Vincent Massey, staff will be required in proportion to students in the system. Depending on the location 2 additional educational assistants at an annual cost of \$30,000 may be required to service male or female students. Assuming the retention of the Principal and Secretary for the Program as opposed to the school these costs would remain.

If the school is closed, it has been our practice to find an alternative use rather than leave it empty. Alternative uses would include: a) adult education centre b) elementary school c) lease/rental agreement (eg. with Community and Social Services) d) warehouse. Assuming a) to d) were not feasible, the property would be sold.

Transportation will remain a cost to this program and changes little due to closure and relocation.

The major cost to closure and relocation results from the physical building adaptations that will be required to meet the needs of both student and program. These costs, depending on location, could be as estimated by the Plant Department to be approximately \$200,000. A sample of examples of basic modifications and program needs with cost estimates is provided.

Report of the Review and Analysis Committee to
Study the Closure of Vincent Massey School

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COST ESTIMATES FOR SAMPLE BUILDING MODIFICATIONS
AND PROGRAM NEEDS

ACCESSIBILITY

- . Ramp - \$1000 per 8" step
- . Doorways - \$1000 - \$5000 and up per doorway
- . Washrooms - \$2000 for cubicle and grab bars
- \$2000 for sink

PROGRAM

- . Water and sinks in each teaching area - \$10,000
- . Washroom Area including change table and shower facility - \$10,000
- . Therapeutic Pool - \$25,000
- . Partitioning for Pool Area - \$10,000
- . Kitchen/Life Skills if not able to use existing facilities - \$15,000 - 20,000

EXISTING PROGRAMS

- . Possible relocation of existing composite classes to other floors - \$10,000 per class

ADMINISTRATIVE

- . Telephone - \$ 2300
- . Clerical electrical - \$ 1000

Although some of these facilities (e.g. kitchen) are in the Secondary Schools they are not readily accessible or are used by composite classes. The question is one of modifying the building to make them accessible or installing on the first floor.

Report of the Review and Analysis Committee to
Study the Closure of Vincent Massey School

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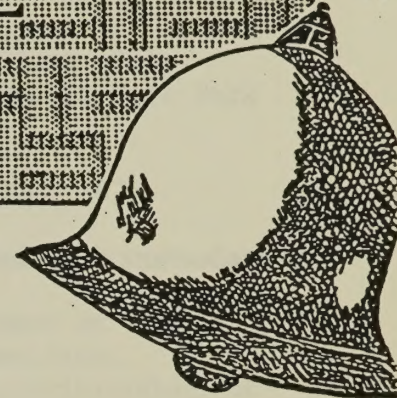
G. RECOMMENDATIONS

The Review and Analysis Committee to Study the Closure of Vincent Massey School recommends that:

1. Vincent Massey School be closed effective June 1990.
2. The specific location(s) be determined no later than May 1989, and renovations be complete by June 1990.
3. The program be relocated in a Secondary School setting.
4. The program be relocated such that the personal dignity comfort level and self worth of each student is preserved through the provision of adequate and appropriate facilities.
5. The program be relocated in a cluster in one or two settings.
6. Program/Curriculum for students in the Senior Classes be reviewed through the Curriculum and Special Services Department.
7. The position of Principal be retained for staff supervision and program evaluation.
8. The position of secretary be retained.
9. The Board explore with Community and Social Services alternatives for the over 21 population and possible utilization of Vincent Massey.

VINCENT MASSEY SCHOOL

NEWSLETTER



1988 10 21.

Dear Parents and Guardians:

I would like to reflect on my impressions of the Information Awareness Meeting of 1988 10 18 concerning the study for closure of Vincent Massey School.

There were 41 persons in attendance representing parents, Children's Aid workers, group home mothers, school staff, a satellite teacher, staff from a neighbouring Board, trustees, officials of the Hamilton Board and media personnel.

The meeting which was chaired by Miss Pat Gillie, Superintendent of Schools, Area 4, was called for the following purposes:

- (a) To clarify the reasons for the Board of Education studying Vincent Massey for closure.
- (b) To identify concerns and issues to be addressed in order to plan for meeting future student needs.
- (c) To choose 3 parents to be members of a Review and Analysis Committee.

Background information that was discussed included a review of enrolment and a chronology of events which has affected Vincent Massey School enrolment.

- | | |
|-------------------------|--|
| Jan. '80: 127 students | . opening of Vincent Massey School, formerly Dundurn School. |
| Sept. '80: 137 students | |
| Sept. '81: 144 students | |
| Sept. '82: 145 students | . one Secondary satellite class at Hill Park Secondary School: students remained on Vincent Massey enrolment. |
| Sept. '83: 151 students | . (Eastview Jr. School closed in June '83). |
| Sept. '84: 136 students | . HWRCSB - Order in Council to provide TR programming. |
| Sept. '85: 83 students | . Secondary satellite classes expanded to include:
2 classes at Hill Park
2 classes at Sir Winston Churchill
2 classes at Westdale;
students enrolled at their respective secondary schools. |

continue page 2

- Sept. '86: 67 students . (Southview Jr. School closed in June '86).
 . One additional Secondary satellite at Hill Park for lower functioning students.
- Sept. '87: 66 students . (Fairview Jr. School closed in June '87).
- March '88 . TR School Closure Policy included in Accommodation Report.
 . Presentation re declining enrolment at Vincent Massey made to Accommodation Committee.
 . Discussion with the Director, Superintendent of Curriculum and Special Services and Area Superintendent of Schools re future of Vincent Massey.
 . Vincent Massey School set up Futures Committee.
- Sept. '88: 41 students . Secondary satellite TC class: Sherwood..

The major factors, then, affecting Vincent Massey enrolment from 151 students in 1983 to the present 43 were discussed as follows:

- . The development of the secondary satellite programs.
- . The reduction of purchase of service agreements by the Wentworth County and Hamilton Wentworth Roman Catholic Separate School Boards.
- . The closure of the junior schools and the expansion of the junior satellite program to include all students 5 to 15 years of age effecting no new enrolment source for Vincent Massey.
- . The legislated graduation of all students at age 21.

At the meeting, these questions were generated, recorded and referred to the Review and Analysis Committee:

1. When students go to a high school, what program do they have?
2. Will children suffer emotionally in a regular school environment?
3. Is closure of the school a foregone conclusion?
4. Do figures presented accurately reflect the "high risk" students in the system?
5. Since satellite programs are "hand picked students" what will happen to their make-up if closure occurs?
6. How many of the students (at Vincent Massey) could be accommodated in present satellite programs?
7. Will current practice of allowing recent graduates access to the school (for work experience placements) be continued in any new setting?
8. Couldn't this facility be used to address the problem of education for the over 21 population? (in addition to the current population)
9. How do students function in the satellite programs? What integration is available? What can be offered to the lower functioning population?
10. What can the committee do to ensure that the dignity of this population will be respected in any new setting.

continue page 3

The composition of the Review and Analysis Committee was established:

Chair

P. Gillie - Superintendent of Schools - Area 4

Trustees

H. Detwiler

P. Kennedy

Parents

C. Edwards

A. Pierce

W. Mohr and M. Mohr

S.E.A.C.

J. Bishop

Principal

W. McLaren

Administrative Staff

E. Hipkiss - Special Education Consultant - Area 4

R. Adams - Co-ordinator of Special Education

Representative

B. Tallman - Executive Director
Hamilton and District Association for the
Mentally Retarded

Additional Resources

As required -

- . O. Jackson - Research Services
- . R. Orlando - Superintendent of Plant Operations
- . P. Shewfelt - Superintendent of Finance
- . Futures Committee of Vincent Massey School

continue page 4

On Wednesday, October 19, 1988, the Spectator published this report of the school meeting.

Parents-committee unite on school's fate

A REVIEW and analysis committee studying the implications of closing Vincent Massey School appointed three parents to the committee last night.

The parents join a list of about a dozen school officials and trustees assigned to discuss the fate of 42 students aged 16 to 21 deemed "trainable retarded" by the Hamilton Board of Education and the fate of the school itself.

The Macassa Avenue school accommodates senior students considered "lower functioning with higher needs." Enrolment, however, has plunged from 152 in 1984 to 42 this year.

In July, a recommendation that Vincent Massey be studied for closure was approved by the board's operations management committee and later by the board.

"Either we have to open up some (enrolment) feed source soon or life of the school will be short-lived just by graduation," said the school's principal Wanda McLaren to about 50 people who attended the public meeting.

One particular concern raised by parents last night is expected to appear in the discussions set for the review and analysis committee over the next two months.

Many of Vincent Massey's students have been integrated into higher functioning/lower need classes at Hill Park, Westdale, Churchill and Sherwood secondary schools in the last couple of years.

Although there are many opportunities for handicapped students under 21 years of age, there are virtually no courses offered for handicapped students once they leave school at 21.

Ontario legislation stipulates that trainable retarded students must graduate at 21.

Walter and Melita Mohr of Laurier Avenue who were appointed jointly to act as one parental voice on the committee, said their son Tim, 21, is destined to sit at home and "regress" without special care because so little is available.

Tim is a student at Vincent Massey, the only school devoted to teaching lower functioning/higher need senior students in the Hamilton area.

Parents see the existing school site on Macassa Avenue as an opportunity to generate some type of program that would address the urgent need of special school graduates.

"A year down the road Tim will be at home regressing because of this 21 age guideline," said Mr. Mohr. "It's crippling for the children and for the parents."

Parents and school officials discussing the problem said graduates of special schools regularly join waiting lists of people wanting special adult courses for more than five years.

The committee meets next Tuesday.

It is my purpose, to use the newsletter to keep us all informed as to the progress of the Study for Closure. Feel free to call at any time with ideas, concerns or questions which you would like me to refer to the Committee.

Sincerely,

Wanda E. McLaren

Wanda E. McLaren,
Principal.

155 Macassa Avenue
Hamilton, Ontario.

L8V 2B5
383-3368

Future's Committee
Senior Program for the Trainable Retarded

Members of the Committee included:

Ray Irvine, Supervisor, Area 4
Eric Hipkiss, Consultant, Area 4
Alex Kunc, Principal, Huntington Park
Jeanette DeBruyn, Teacher, Chedoke
Jackie Longden, Teacher, Hill Park
Dave Davies, Teacher, Vincent Massey
Walter Moir, Teacher, Vincent Massey
Janice Hamilton, Educational Assistant, Vincent Massey
Wanda McLaren, Principal, Vincent Massey

During the school year 1988-89, a committee of teachers and educational assistants along with the principal and the special education consultant met to examine issues and trends in programming for senior trainable retarded students. This was an attempt to take a pro active position in light of declining enrolment and perceived difficulties in the implementing of the integration model with high needs students. The committee was expanded to include the principal of the elementary school with the developmentally handicapped classes, an intermediate satellite teacher, and a secondary satellite teacher. Miss Gillie and Mr. Irvine were also included especially in light of the closure policy for a school for the trainable retarded being included in the Director's Accommodation Report.

The committee identified and addressed areas of concern and made recommendations. Areas addressed included:

1. student population
2. projected enrolment
3. accommodation
4. curriculum and program specialization
5. supervision and co-ordination
6. staffing

The Future's Committee made a presentation to the Review and Analysis Committee, Vincent Massey School, on 1988 11 01.

Education Centre
100 Main street West
Hamilton, Ontario
1989 02 07

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

(a) That the following trip requests be approved:

- (i) Barton and Delta, Grades 9-13, Upper Canada College, 1989 02 19-21 (Sunday to Tuesday)
- (ii) Delta, Grades 9-13, London and Paris, 1989 03 11-19 (Saturday to Sunday)
- (iii) Scott Park, Grades 9-13, Stratford, 1989 05 10 (Wednesday)
- (iv) Westdale, Grades 9-13, Boston, Mass., 1989 05 10-14 (Wednesday to Sunday)
- (v) Chedoke, Grade 8, Quebec City, Quebec, 1989 05 10-13 (Wednesday to Saturday)
- (vi) Chedoke, Grade 8, Ottawa, 1989 05 10-12 (Wednesday to Friday)
- (vii) Elizabeth Bagshaw, Grade 8, Camp Wanakita, 1989 06 14-17 (Wednesday to Saturday)
- (viii) George L. Armstrong, Grade 8, Quebec City, Quebec, 1989 02 15-18 (Wednesday to Saturday)
- (ix) George L. Armstrong, Grade 7, Midland, 1989 06 08-09 (Thursday to Friday)
- (x) Lake Avenue, Grade 8, Quebec City, Quebec, 1989 02 15-18 (Wednesday to Saturday)
- (xi) Lawfield, Grades 6-7, Outdoor Education, Camp Wanakita, 1989 02 19-22 (Sunday to Wednesday)
- (xii) Memorial, Grade 8, Quebec City, Quebec, 1989 05 03-06 (Wednesday to Saturday)
- (xiii) Ryerson, Grades 7-8, Ottawa, 1989 05 17-19 (Wednesday to Friday)
- (xiv) Tweedsmuir, Grades 6-8, Horseshoe Valley - Orillia, 1989 03 06-07 (Monday to Tuesday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

1989 02 01.

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Re: Re-Tendering - G. R. Allan School Addition

Tenders were recently advertised for the construction of an addition to G. R. Allan School. As a result, plans and specifications were picked up by contractors and subsequently the following tenders were received and opened on February 1, 1989. The prices were as noted below:

T. R. Hinan Construction Ltd.	\$712,000.00
Canadian Engineering & Contracting Co. Limited	720,000.00
G. S. Wark Limited	734,900.00
Martin-Stewart Contracting Limited	738,000.00
Cochren Bros. Limited	742,500.00
Falla Construction Ltd.	755,000.00
The Frid Construction Company Limited	796,000.00
Di-Van Contracting Limited	799,700.00

The low bid which was submitted by T. R. Hinan Construction Ltd. is within the estimate for this project. The Superintendent of Plant and the Architect have checked the contractor's credentials and believe the contractor is capable of handling this project.

It is therefore recommended that a contract be awarded to T. R. Hinan Construction Ltd. in the amount of \$712,000. It is further recommended that funds be approved in the 1989 Budget for this project as outlined below:

G. R. Allan Addition

T. R. Hinan Construction Ltd.....tender	\$712,000.00
Architectural & Engineering Fees	54,000.00
Contingencies & Permits	<u>60,000.00</u>
	826,000.00

Prepared & Submitted by:

R. T. Orlando, Superintendent of Plant

Approved by:

K. A. Rielly, Director of Education & Secretary

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1989 03 07

Confirmation of the minutes of the last regular and special meeting of 1989 02 06.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - page 1.
2. Presentation from the Community Committee for the Elizabeth Bagshaw/Albion Transfer.
3. Investment of Short Term Funds.
4. Cash Flow.
5. Canada Day Holiday - July 1st.
6. Request from Adult Basic Education & Literacy for funds (A.B.E.L.) - pages 2 - 3.
7. Sale of Bell Cairn Memorial School - page 4.
8. Purchase of new portables.
9. Dofasco Tax Appeal- page 5.
10. Report of the Microcomputer Advisory Committee - pages 6 - 38.
11. Report of the AIDS Policy Committee- pages 39 - 40.

ELEMENTARY\SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Recommendations re: Closure of Vincent Massey School- pages 41-42.

NEW BUSINESS:

1. Recommendations of the Director of Education - page 43.

Mar
7

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1989 03 07

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

I have the honour to present the following recommendation for your approval:

GENERAL

- (a) That approval be granted to permit the Child Care Program Leader and the umbrella non-profit board to proceed with the proposed child care centres at Southview Adult Education facility and at Sir Winston Churchill Secondary School. This is to be done in conjunction with the Ministry of Community and Social Services as in the case of the centres at Hill Park and Scott Park. The process will be supported by the child care policy framework as approved on 1988 11 10.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary.

*jep

100 Main Street West,
Hamilton, Ontario.
February 10, 1989.

To the Chairman and Members
Operations Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen:

**Re: Adult Basic Education Association
Request for Financial Support**

Background

The Hamilton Board has been involved in Adult Basic Education since 1982 when, in co-operation with the Department of Social Services, we established classes at the McIlwraith School location. The Continuing Education Department is a supportive member of the Adult Basic Education Association, providing assistance in areas of promotion, conference facilities, and counselling information.

Through the combined efforts of the three local Boards of Education (Hamilton, Wentworth County, H.W.R.C.S.S.B.) and the Hamilton Public Library they were able to secure a Ministry of Citizenship grant to set up the ABE HOTLINE in September, 1984. Since that time funding to operate the Hotline has been secured from the Ministry of Citizenship, Canada Works Grants, Section 38 Grants, and recently from the Ministry of Skills Development. Section 38 grants originate with the Canada Employment and Immigration Commission and ABEA was able to receive various grants over a three year period. These grants were terminated as at December 31st, 1988.

Problem

Several sources of funding are being discontinued, yet the need for the Hotline remains. Applications by A.B.E.A. to eight foundations have been rejected on the rationale that funding should be provided by the institutions receiving the referrals. It would appear the \$110 million federal literacy funding is only available for new literacy initiatives, so is not accessible by the Adult Basic Education Association.

1000 North Street
Washington, D.C.
February 1, 1964

To the President and Members
of the National Association of
Educators, Washington, D.C.

Dear Mr. President:

Enclosed for you are two copies of
a report on the National Association of
Educators.

Sincerely,
[Signature]

The following is a summary of the report. The report was prepared by the National Association of Educators, and it is a report on the National Association of Educators. The report was prepared by the National Association of Educators, and it is a report on the National Association of Educators.

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Sincerely,
[Signature]

The report was prepared by the National Association of Educators, and it is a report on the National Association of Educators. The report was prepared by the National Association of Educators, and it is a report on the National Association of Educators. The report was prepared by the National Association of Educators, and it is a report on the National Association of Educators.

Proposed Request

Due to the discontinuation of provincial funding the Adult Basic Education Association is requesting \$6,000 from each Board of Education that they serve and from Mohawk College in order to provide crucial funding for "Hotline" staff.

Mr. L. Varrasso, H.W.R.C.S.S.B., and Mr. J. Horton, Wentworth County Board of Education, have informed administration that the request has been favourably received by their Directors of Education and has been forwarded to their Budget Review Committees. Mr. J. Jones, Mohawk College, advises that the request is currently under consideration.

Summation

Since:

- 1990 will be designated as the INTERNATIONAL YEAR OF LITERACY
- the Adult Basic Education Association provides a needed service to the community
- the Adult Basic Education Association receives approximately 1,200 - 1,400 calls per year, with an average of 300 - 320 referrals being made to our programs annually, (we receive Ministry of Education grants for those who enrol in courses)
- the needs of individuals requiring educational upgrading continues to be a major social concern
- the Adult Basic Education Association will continue to serve those needs but are, themselves, in need of financial support

Recommendation

Therefore:

It is recommended that the request from the Adult Basic Education Association for financial support of \$6,000 be approved.

Prepared by: Mr. C. H. Howell
Co-ordinator
Continuing Education Department

Submitted by: Mr. P. S. Beveridge
Superintendent of Curriculum and
Special & Educational Services

Approved by: Mr. K. A. Rielly
Director of Education

The first of the two main points is that the Commission has not yet decided whether it will recommend a change in the law. It is still in the process of consulting with the relevant stakeholders.

The second point is that the Commission has not yet decided whether it will recommend a change in the law. It is still in the process of consulting with the relevant stakeholders.

Conclusion

The Commission has not yet decided whether it will recommend a change in the law. It is still in the process of consulting with the relevant stakeholders.

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References

It is recommended that the report from the High Level Group be published in the next few days.

The Commission has not yet decided whether it will recommend a change in the law. It is still in the process of consulting with the relevant stakeholders.

Education Centre,
100 Main Street West
Hamilton, Ontario
1989 03 07

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Sale Bell Cairn Memorial School

The decision to sell Bell Cairn Memorial School and site was approved by the Board in May 1988. We formally notified all priority agencies of our intention to sell this property and received only one reply of interest from the Ministry of Government Services on behalf of the Ministry of Correctional Services of Ontario. It is our understanding that the existing school building may be used for a Staff Education Facility for the Government of Ontario.

An appraisal was done for the Board as required by the Ministry of Education for any sale and the appraised market value was \$650,000.

The Board has outstanding debt charges on the Bell Cairn Memorial School in the amount of \$100,519.16 including principal and interest which will be paid by December 31, 1992.

We would recommend that:

The Board offer for sale Bell Cairn Memorial School and site to the Ministry of Government Services of Ontario on behalf of the Ministry of Correctional Services of Ontario for \$650,000 and the funds realized from the sale be placed in the Capital Reserves.

Prepared by: D. Kelterborn, Manager of Property and Insurance
Submitted by: P. Shewfelt, Superintendent of Finance and Treasurer
Approved by: K. A. Rielly, Director of Education and Secretary

1989 02 24

To The Chairman and Members
Operations Management Committee

Ladies & Gentlemen:

RE: 1989 RESERVE FOR DOFASCO INC. ASSESSMENT APPEAL

During 1987-88, the Board established a "Dofasco Reserve" in the amount of \$1,000,000. Since it was anticipated that the appeal would be resolved within a reasonable time, the Board auditors supported a revenue fund reserve. As with all Revenue Fund reserves, interest earned on these funds are reported as Revenue Fund investment income in the current year. The Dofasco reserve represents the estimated payout for the years 1983-88 should the Regional Assessment Commissioner be unsuccessful in his attempt to appeal the 10% O.M.B. assessment reduction granted Dofasco.

The gross Board payout will have accumulated to \$4,824,000 as of Dec. 31, 1989 of which the local share, after Ministry grant, would be \$1,690,000.

As a result, our 1989 analysis has indicated that an additional \$690,000 should be added to the Dofasco reserve. This increase in the Board's potential liability is supported by the following:

- 1) 1989 assessment, based on a 10% assessment reduction, represents an increase payout of \$417,000
- 2) a City of Hamilton By Law No. 84-92 grants interest to taxpayers on tax overpayments in which the Board share is approximately \$221,000 (1983-1989)
- 3) the City of Hamilton levied against the full \$10,000,000 of Dofasco's 1988 supplementary assessment which would result in the Board returning \$52,000 of the taxes collected.

IT IS THEREFORE RECOMMENDED THAT IN 1989 THE RESERVE FOR DOFASCO INC. ASSESSMENT APPEAL BE INCREASED BY \$690,000.

This reserve has been provided for in the 1989 ESTIMATES.

Prepared by : Daryl Sage - Manager of Special Projects and Audit
Submitted by: Paul E. Shewfelt - Superintendent of Finance and Treasurer
Approved by : K. A. Rielly - Director and Secretary

REPORT OF THE
MICROCOMPUTER ADVISORY COMMITTEE

Present: Canon Joseph Rogers (Chairman);
Trustees Lowe, Van Horne and Mulholland.

Also
Present: Trustees Allen, Barker, Deans and R. Stewart.

Officials Present: P. Shewfelt (Superintendent of Finance & Treasurer)
R. Kawai (Superintendent of Information Management Services)
G. Rappolt (Assistant Superintendent of Curriculum)
D. Didur (Co-ordinator - Computers In Education)
P. Rehak (Consultant - Computers In Education)
D. Rogers (Consultant - Computers In Education)
Computer Staff Advisory Committee

The Committee recommends:

GENERAL

- (a) That the 1989 system wide computer budget proposal be received and sent to the Operations Management Committee for approval.

Respectfully submitted,

Canon Joseph Rogers,

Chairman.

Conference Room,
1989 02 13.

RECOMMENDATIONS

1. The Commission should continue to monitor the situation in the region and report to the Council.

2. The Commission should continue to monitor the situation in the region and report to the Council.

3. The Commission should continue to monitor the situation in the region and report to the Council.
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9. The Commission should continue to monitor the situation in the region and report to the Council.
10. The Commission should continue to monitor the situation in the region and report to the Council.

The Commission should continue to monitor the situation in the region and report to the Council.

CONCLUSION

1. The Commission should continue to monitor the situation in the region and report to the Council.
2. The Commission should continue to monitor the situation in the region and report to the Council.

The Commission should continue to monitor the situation in the region and report to the Council.

The Commission should continue to monitor the situation in the region and report to the Council.

The Commission should continue to monitor the situation in the region and report to the Council.

CONFIDENTIAL

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 03 01

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: 1989 Computers in Education System-Wide Budget Proposal

The 1989 Computers in Education System-Wide Budget Proposal has been prepared between September and February by the Computers in Education Department on the basis of input from the Computer Staff Advisory Committee. Representatives from junior, middle and secondary school principals' groups, co-ordinators, site administrators, computer coaches, Special Education, Information Services and trustees have given advice and direction to Mr. Didur and his department in the preparation of this report.

On February 13, the budget proposal was presented in detail to the Microcomputer Advisory Committee of the Board. At that time, a number of questions were raised -- in particular about standardization on hardware, professional development, computer lab environments and phone lines into computer labs. The committee suggested that a glossary of terms be included (Appendix C). We have also included, in Appendix B, Memoranda from the Ministry of Education outlining current directions and expectations for the Computers in Education Grants Program. The motion of the Microcomputer Advisory Committee is stated below.

That the 1989 System-Wide Computer Budget Proposal be received and sent to Operations Management Committee for their approval.

The 1989 Computers in Education System-Wide Budget Proposal is attached. It presents a comprehensive view of what is needed to complete the Five-Year Plan begun in 1984. On the next page is a brief summary of the intent of the proposal and its objectives, and a recommendation.

Executive Summary

It is important to look at what we have done, what has changed, and where we are going. Any long term plan CANNOT remain carved in stone for five years when so many factors affect it. We are asking you to recognize that 1989 is a "bridging" year -- a year to address concerns, correct imbalances, make adjustments, and set a course for a stronger future. We have tried to be honest about our needs, and present a plan that has had input from all segments of our Board. We believe that it is realistic, practical, and flexible enough to accommodate any new directions in technology and education. It is also the first step towards our goal of effective use of computers in the curriculum, and the springboard for a new Three-Year Plan for our system.

Our objectives for 1989 are listed on page 5, with brief details following.

- Items 1 to 4 outline the hardware plans for the system.
- Item 5 explains the software needs.
- Item 6 addresses the importance of in-service.
- Item 7 explains the concern for our computer environments.
- Item 8 expresses our concern for site administrator workload.
- Item 9 lists other considerations.

The 1989 allocation, according to the Five-Year Plan struck in 1984, was for \$1.8 million (hardware, software, instructional supplies, building modification and professional development). We are requesting \$2.6 million to satisfy the system-wide needs.

RECOMMENDATION:

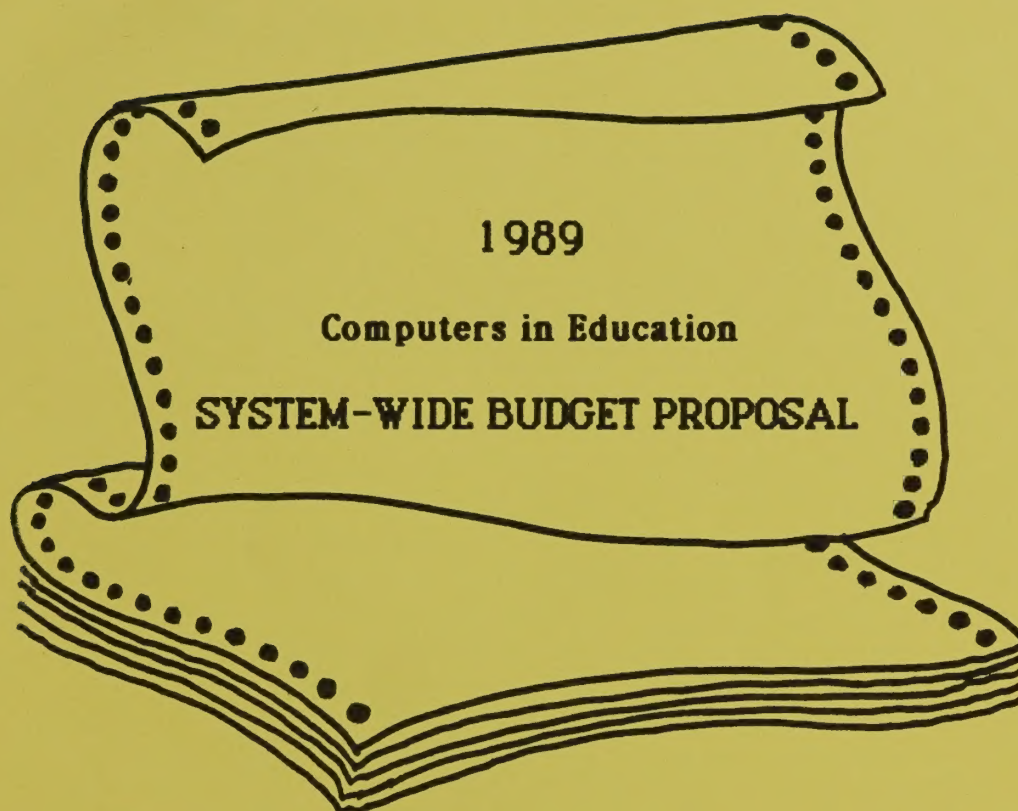
That the 1989 Computers in Education Budget Proposal be approved.

Prepared by: Dave Didur, Co-ordinator, Computers in Education

With Assistance from: Computers in Education Department
Computer Staff Advisory Committee
Rick Kawai, Superintendent of Information Services
Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: K. A. Rielly, Director of Education and Secretary



Dave Didur
Co-ordinator, Computers in Education
1989 02 21

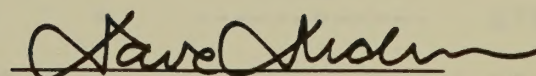
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1989 BUDGET SUMMARY

	<u>Expenditure</u>	<u>Revenue</u>
Hardware	\$1,767,000	• GEMS Grants
i. Elementary.....	791,000	
ii. Secondary	976,000	
Software	\$ 415,000	\$140,000
i. Elementary.....	\$45,500	
ii. Secondary :		
Vocational.....	15,000	
Composite.....	64,600	
Adult Ed'n.....	6,000	
iii. Co-ordinators	76,520	
iv. Computers in Ed.	67,380	
M.O.E. Account	140,000	
Supplies & Services	\$ 141,500	
Staff Development	\$ 70,000	• Grants
Electrical/Building Modification.....	\$ 225,520	
Class Texts & Teaching Materials	\$ 45,200	
	-----	-----
	\$ 2,664,220	\$ 140,000 + GEMS grants



Dave Didur
Co-ordinator
Computers in Education

1989 02 21

Budget Details

Spreadsheet Information

1989 COMPUTERS IN EDUCATION SYSTEM-WIDE BUDGET

Hardware (Elementary):

18 ICON Labs:		
172 ICON2s @ 2,750.00	=	473,000.00
54 4 POs @ 375.00	=	20,250.00
5 F/Ss @ 10,500.00	=	52,500.00
17 NetExp @ 1,900.00	=	32,300.00
54 Prtrs @ 480.00	=	25,920.00
54 Cables @ 15.00	=	810.00
Special Education Computers	=	40,000.00
Co-ordinators' Computers	=	10,000.00
Writing-to-Read: new sites	=	35,000.00
Modems (one area)	=	1,000.00
Research & Development Proj.s	=	10,000.00
Contingencies	=	9,645.00
Repairs (approx. 3%)	=	22,312.00
8 % P.S.T.	=	58,618.00
TOTAL ELEMENTARY HARDWARE	=	----- 791,355.00

Hardware (Secondary):

Standalone DOS PCs		
308 PCs @ 2,135.00	=	657,580.00
82 Prtrs @ 480.00	=	39,360.00
82 Cables @ 15.00	=	1,230.00
88 SwBxes @ 115.00	=	10,120.00
Special Education Computers	=	10,000.00
Co-ordinators' Computers	=	90,000.00
Vocational School Equipment	=	25,000.00
Alternate Education Equipment	=	5,000.00
Modems (12 sec. schools)	=	2,000.00
42 PC Upgrades @ 550.00	=	23,100.00
Research & Development Proj.s	=	7,000.00
Contingencies	=	7,645.00
Repairs (approx. 3%)	=	25,340.00
8% P.S.T.	=	72,270.00
TOTAL SECONDARY HARDWARE	=	----- 975,645.00

TOTAL HARDWARE REQUEST	=	----- 1,767,000.00
=====		

1989 COMPUTERS IN EDUCATION SYSTEM-WIDE BUDGET

Software

Elementary:

24 Middle Sch. @	500.00	=	12,000.00	
19 P/J Schools @	500.00	=	9,500.00	
30 P/J nonGEMS @	800.00	=	24,000.00	
			-----	45,500.00

Secondary:

5 Vocational @	3,000.00	=	15,000.00	
11 Composite @	3,000.00	=	33,000.00	
1 Westmt 1990 @	30,000.00	=	30,000.00	
1 Adult Day Sc@	6,000.00	=	6,000.00	
2 Alter-Ed @	800.00	=	1,600.00	
			-----	85,600.00

Co-ordinators:

Total Budget Requests	=	76,520.00
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Computers in Education:

CIE General Account	=	67,380.00
MoE Software Acq.Grants	=	140,000.00

		207,380.00

TOTAL SOFTWARE REQUEST*	=	415,000.00
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(* Including M.O.E. Software Grant of \$140,000)

Supplies

Elementary:

200 Lab Carts @	200.00	=	40,000.00	
65 Misc Carts @	200.00	=	13,000.00	
Miscellaneous (cords, ribbons)	=	12,000.00		
Printer paper	=	17,000.00		
			-----	82,000.00

Secondary:

130 PC Carts/tbl@	200.00	=	26,000.00	
10 Misc Carts @	200.00	=	2,000.00	
12 Voc. Carts @	200.00	=	2,400.00	
Miscellaneous (cords, ribbons)	=	12,100.00		
Printer paper	=	17,000.00		
			-----	59,500.00

TOTAL INSTRUC. SUPPLIES	=	141,500.00
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1989 COMPUTERS IN EDUCATION SYSTEM-WIDE BUDGET

<u>In-Serv.</u>	Training Programs (new users)	=	35,000.00	
	Curriculum-related In-service	=	35,000.00	
	TOTAL PROF. DEVELOPM'T	=	-----	70,000.00
=====	=====		=====	=====
<u>Building & Elec.</u>	Electrical:			
	18 Elem. Labs @ 2,500.00	=	45,000.00	
	Contingencies (elem.)	=	2,000.00	
	4 Sec. Labs @ 2,000.00	=	8,000.00	
	Contingencies (sec.)	=	2,000.00	
			-----	57,000.00
	Building Modification:			
	18 Elem. Labs @ 1,000.00	=	18,000.00	
	Contingencies (elem.)	=	4,000.00	
	4 Sec. Labs @ 1,000.00	=	4,000.00	
	Contingencies (sec.)	=	2,000.00	
			-----	28,000.00
	Air Conditioners:			
	41 Elem. Labs @ 2,500.00	=	102,500.00	
	8 Sec. Labs @ 2,500.00	=	20,000.00	
			-----	122,500.00
	Phone Lines:			
	41 Elem. Labs @ 340.00	=	13,940.00	
	12 Sec. Labs @ 340.00	=	4,080.00	
			-----	18,020.00
	TOTAL ELECTRICAL/BLDG.	=		225,520.00
=====	=====		=====	=====
<u>Class Texts</u>	Computers Across the Curriculum:			
	Middle Schools	=	10,000.00	
	P/J GEMS Schools	=	20,000.00	
	P/J non-GEMS Schools	=	5,000.00	
			-----	35,000.00
	Computer Studies OAC:			
	12 Comp. Sec. Sch's	=	10,200.00	
			-----	10,200.00
	TOTAL CLASS TXTS/TCHG.	=		45,200.00
=====	=====		=====	=====

Objectives for 1989

Where Are We Going?

- 1. Satisfy the clients' expectations:**
 - 18 Elementary Labs
 - 4 Secondary School Labs
 - Co-ordinators' Allocations
 - Special Education Allocations
- 2. Standardize on hardware for school labs**
 - Across the elementary panel
 - Across the secondary panel
- 3. Secondary schools must be able to run MS-DOS applications software**
- 4. Upgrade previously purchased hardware**
 - PC standalones -- more RAM
 - hard drives
 - ICONs -- "exchange" for ICON2s?
- 5. Purchase and license extensive range of software products to support the implementation of computers in the curriculum**
- 6. Prepare comprehensive in-service to address the effective use of computers in the curriculum**
- 7. Examine the problems with existing computer lab environments in the schools, and begin measures to correct these problems**
- 8. Recognize the time and effort put in by teacher site administrators and computer coaches, and assist them in ways to make their tasks easier**
- 9. Do not commit the Board to a direction that would make it impossible to take advantage of any future Ministry of Education Computers in Education support: be realistic, practical, and flexible.**

Addressing the Objectives for 1989: How Do We Get There?

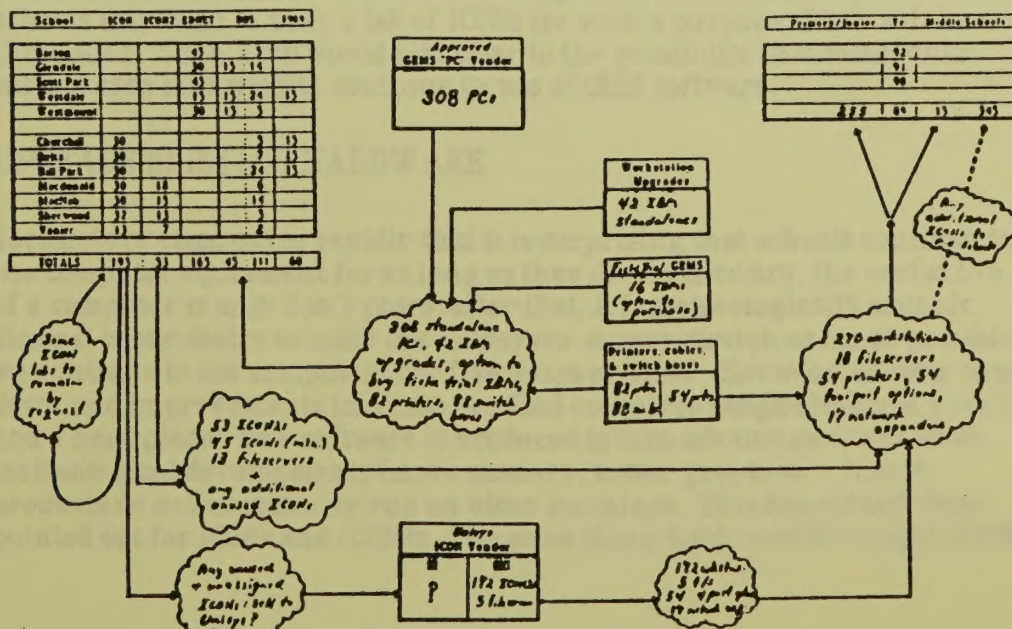
1. COMPLETE 5-YEAR PLAN EXPECTATIONS

The 1989 proposal has budgeted to provide equipment to each of the "clients". If only the four secondary school labs and the eighteen elementary school labs were installed, these 22 labs (at an average cost of \$60,000 each) would cost us \$1,320,000 -- practically the entire 1989 hardware allocation! Yet these sites expect to receive their labs in 1989, and our other "clients" (curriculum subject co-ordinators, Special Education, vocational schools, alternate education, and so on) also expect to receive something for hardware acquisitions. The 1989 hardware funds are insufficient to meet the system expectations that have been raised during the first five years of the Microcomputer Plan. This budget attempts to meet these expectations by requesting the necessary funds.

2. STANDARDIZE ON HARDWARE

At present, seven composite secondary schools have ICON labs and five have IBM EDNET labs. They all have some smattering of IBM PCs or PC clones (for Adult Education or Business Studies). It makes more sense to standardize on equipment at the secondary level in order to facilitate staffing, training, software purchases or licensing, curriculum writing, repairs, and so forth. We have decided to make the secondary schools IBM PC-based (or PC-compatible) and the elementary schools ICON-based. This is the most cost effective way to proceed since there are already over 220 MS-DOS machines in the secondary schools and 345 ICONs in the elementary schools.

The 248 ICONs in the secondary schools can be redistributed within our system. 53 of these are ICON2s, and will go to make up three of the new P/J labs. Approximately 45-55 older ICONs will be distributed about each of the 41 elementary labs (23 existing labs and 18 new labs in 1989) so that one or two older ICONs will be in each of the ICON2 labs (making the typical elementary lab consist of 13 ICON2s and 2 ICONs).



Thus, the equivalent of seven ICON labs will come from the secondary schools to the elementary schools, saving us about \$420,000 in purchases this year. Such savings will help defray the cost of acquiring PCs to replace the ICONs. Each of the seven existing ICON secondary schools will have the option of keeping one lab of ICONs, but all remaining ICONs will be replaced by PCs. Any ICONs remaining after these decisions have been made will be allocated according to needs (extra machines for larger Middle Schools, etc.).

It should be noted that the newer ICON2s have twice as much memory as the older ICONs, as well as improved colour and sound capabilities. While the elementary schools are willing to include a couple of these older machines in their networks in order to facilitate our reorganization at the secondary level, they are not willing to take more than these.

There are over 100 software packages appropriate for elementary uses available for the ICONs from the Ministry of Education (at no charge). Many of these are super programs! In addition, ICON commercial software packages are beginning to appear, and we will be acquiring many of these. The ICON will be a very easy-to-use, viable system at the elementary level.

3. MS-DOS AT THE SECONDARY LEVEL

Adult Education and Business Studies, two large users of computer equipment at the secondary level, train their students for the "real world" of business -- a world that uses the Microsoft Disk Operating System (MS-DOS) on IBM PCs or on PC-clones. These users insist on running MS-DOS applications. While this should not be the only criteria that directs the future of educational computing at the secondary level, it is an important one. Recent M.O.E. directions also indicate that more MS-DOS machines will be recognized as G.E.M.S. during 1989, so taking a new direction that involves standardization on MS-DOS machines is still in tune with Ministry directions. While the ICON2 is capable of emulating a PC (using a software product called QDOS), the original ICONs are not. Since original ICONs make up the bulk of the existing machines in the secondary schools, they do not fit in with our plans to standardize on a machine capable of running MS-DOS applications at the secondary level.

ICONs would continue to be useful for Computer Studies uses, and ICON schools may wish to keep a lab of ICONs for such a purpose. They will have this option. Such a lab would also cater to the possibility that some other subject area may wish to continue its use of OESS software.

4. UPGRADE EXISTING HARDWARE

Technology changes so rapidly that it is surprising that schools continue to use computer equipment for as long as they do. In industry, the useful life of a computer is only 2 to 3 years; after that, it is technologically archaic. Since it is our desire to make the taxpayers' money stretch as far as possible, we continue to use computers for five years or more. However, as costs come down and improvements increase, we find ourselves caught between a rock and a hard place! New software is produced to take advantage of the latest technological developments (more memory, better graphics, ...): such products do not necessarily run on older machines. This has already been pointed out for ICONs and ICON2s. The same thing holds true for original IBM

EDNET1 networks and newer IBM EDNET2 networks. Microsoft WORKS, an integrated software package (word processor, spreadsheet, database, graphics, and communications), purchased for use in Business Studies and in Adult Education classes, runs fine on EDNET2s, but not on EDNET1s. The product does not even run on our three labs of standalone IBM PCs because these micros do not have sufficient memory to load the program.

In order to make our older machines useful, we must upgrade them. This requires the expenditure of funds to increase memory, add disk drives, replace graphics cards, and so on. The original five year plan did not address the problem of technological change and the need for upgrading or replacement. This 1989 proposal does. In order to make our assortment of IBM equipment more compatible, we propose to...

- Upgrade 42 standalone IBM PCs (increase memory and install a hard disk drive, or increase memory and install network cards to make a LAN (local area network) for the machines)
- Replace the EDNET1 and EDNET2 networking software with a replacement (alternative) system, such as WATCOM's Janet system

These changes to existing hardware are necessary in order to implement software across the curriculum in all schools. At present, this is proving to be frustrating and impossible.

5. SOFTWARE NEEDS

The M.O.E. has temporarily halted the development of new OESS software and the province-wide licensing of software for school board use. This has been done because all such initiatives to date have been directed at software for the ICON computer. Since the Ministry has loosened up its hardware specifications and allowed more vendors to qualify as GEMS vendors, the M.O.E. will be faced with a variety of types of micros with a variety of operating systems. Software developed for one micro is likely to be incompatible with another micro, so the M.O.E. is taking a few years to replan its approach to software development for the province. During these years, the funds that were normally used for software development and licensing are being given to school boards in the form of Software Acquisition Grants to help defray the additional costs that boards will have to bear because of the Ministry's temporary withdrawal from the picture. It is important to realize that we will have **ADDITIONAL SOFTWARE COSTS** during this period. The five year plan had allocated \$375,000 for software in 1989. We have calculated that \$415,000 is needed to just meet our requirements with the additional pressure being put on school boards.

To give you an example, here are some items that are in our budget, or that are under evaluation for purchase this year:

- Westmount 1990: our budget includes funds to acquire the educational software Westmount needs to integrate into its individualized modules of curriculum
Cost: \$30,000
- MS-DOS (or PC-DOS): the operating system for IBM PCs that must be purchased for each PC workstation, or for each ICON2 that would be emulating a PC

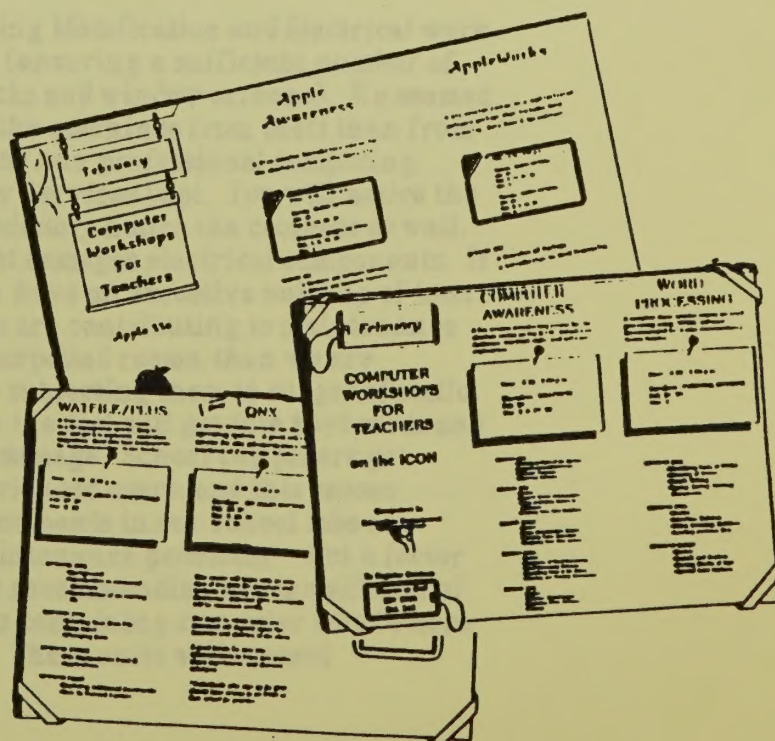
Secondary School Cost (new PCs):	\$40,000
Middle School Cost (for ICON2s):	\$40,000

- CO-CO: award-winning software package to allow students to work co-operatively from individual work-stations on a networked ICON lab
Cost: \$20,000
- QDOS: emulation software to allow Middle School ICON2s to run both OESS software and MS-DOS software
Cost: \$12,000
- DOSNet, PRINTNet, EXNet, SHARENet: network utilities for ICON labs
Cost: \$40,000
- English 1: an extensive writing assistant, with dictionary, thesaurus, built-in help, and lesson materials
Cost: \$14,000
- IPAC: English & Math suite of 450 programs for Special Ed. available on the ICON network
Cost: \$32,000
- WATCOM InfoBench: suite of software tools and utilities that can be used by all students and teachers in the senior division (on IBM PCs and clones)
Cost: \$40,000

As you can see, software purchased for Board-wide use is an expensive proposition. The cost of these items alone approximates \$300,000! We certainly would not be able to acquire all of these items, since our software budget allocates \$45,500 to elementary school budgets, \$85,600 to secondary school budgets, and \$76,520 to curriculum co-ordinators. This leaves the Computers in Education Department with only about \$207,000 (from our software request for \$415,000) to address software for system-wide needs, and we have plenty of other software expenses beyond the list given above. In order for teachers to make effective use of the hardware in the schools, we must provide them with the tools to make their jobs easier, and with software that easily fits with curriculum objectives. In past years the software allocations were always cut in order to provide funds for other accounts, but the time has come to pay attention to the important part of computers in the schools -- the software.

6. PROFESSIONAL DEVELOPMENT

In three of the five past years, the amount of money spent on in-service has been over \$30,000. This includes salaries paid to evening course instructors, print materials for the courses and workshops, fees for workshop guests, disks/software for participants, and so forth. There have been three to five rounds of in-service courses per year, plus many additional workshops that occur throughout the year.



The in-service program addresses the needs of the 15-20 new staffs that receive GEMS labs every year. This type of in-service focuses on training, and costs us \$30,000-\$35,000 per year. This type of in-service will have to continue, but the Computers in Education Dept. will have to expand its in-service program into new areas involving the integration of computers in the curriculum. In 1989 our department will work closely with Middle School principals and Area Supervisors in order to implement the elementary competencies binder (JK-8). This will require many new workshops at individual schools and areas. This type of activity will also have to begin in the fall when 17 new labs are installed in Primary/Junior schools. At the same time, assuming that all composite secondary schools will have their new PCs in place, we will want to focus on use of these machines in the curriculum at the secondary level. We see increased in-service involving co-ordination with subject co-ordinators in this area. And finally, the Computers in Education Dept. will be implementing the new Computer Studies OAC course in Sept. 1989, and being responsible for this course, will have to conduct extensive professional development in order to properly prepare teachers.

While our traditional training role will have to continue, 1989 will see us expand our involvement in professional development programs related to curriculum uses of computers. This could necessitate the doubling of our PD account in order to facilitate this new focus. We have created and distributed a needs assessment questionnaire to Middle School staffs (via principals) and secondary schools (via curriculum co-ordinators), to be returned by March 10th, to assist us in planning appropriate in-service activities that meet the needs of schools and subject areas. Even if we could have all the hardware our hearts desired, it could not be used to its fullest potential without appropriate educational software and teachers trained to properly use them with their students.

7. COMPUTER LAB ENVIRONMENTS

In the past, the only expenses for Building Modification and Electrical work for new labs were for electrical wiring (ensuring a sufficient number of electrical outlets) and security (door locks and window screens). We seemed to be more concerned about protecting the machines from theft than from damage due to the environment! Examine any professional computing environment, such as our own Computer Services Dept. You will notice the concern for security, but you will immediately notice the coolness as well. Computers generate heat. Excessive heat damages electrical components. If computers are located in rooms that can have an excessive build up of heat in hot spring, summer, and fall days, we are contributing to maintenance problems. If computers are located in carpeted rooms, then we are endangering electronic components by subjecting them to surges of static electricity. If the rooms are dusty, then the dirt will get into keyboards and disk drives and contribute to additional damage. School computers get continual use by nontypists and inexperienced users, and this causes problems requiring repairs. The environments in our school labs are another factor contributing to high maintenance problems -- but a factor that we can do something about. We are recommending the installation of room-size air conditioners in classrooms containing computer labs (where central air conditioning does not exist). These units will control

temperature, help reduce static electricity, and help reduce airborne dust particles. The cost is approximately \$2,500 each (installed), but the long term savings on equipment repairs should eventually make up for the initial expense.

8. SITE ADMINISTRATOR WORKLOAD

Last spring, the Computers in Education Staff Advisory Committee (COMPSAC) examined the issue of site administrator and computer coach workload. A survey was taken of all site administrators, and it was found that 25% of the teachers' time was spent on computer-related activities for other staff members and on lab-related duties.

COMPSAC recommended (1988 05 27) that a phone line be installed in each lab "for September 1988". Since no budget considerations had been made to facilitate this request, we are budgeting to implement this in Sept. 1989.

Rationale:

1. **School site administrators are overworked.**
2. **At the elementary level, site administrators get 4 days per year for release time (usually to attend workshops we run for them), with no other compensation.**
3. **Their biggest concern is quick access to help in order to facilitate trouble-shooting and problem-solving when hardware or software problems occur in the labs.**

A phone line in the lab would help alleviate some of their trouble. When problems develop, they can call up the Computers in Education Dept., TVO Hotline, Unisys Hotline, etc. while still in the lab, allowing them to report what is happening on the computer screen at the moment, and allowing them to try suggestions while still communicating with the party on the phone. They would not have to go half way across the school to the office phone, and wait until the phone becomes available. In the COMPSAC group, this was said to be "the minimum request" possible to help alleviate site administrator workload, and it would be "a sign of good faith" for the Board to approve the request -- otherwise site administrators could feel more neglected and many good people would give up their duties in this capacity.

In relation to this request, COMPSAC asked that a bulletin board communication system be set up and piloted with the twelve secondary school labs that would have direct phone lines installed. In our hardware budget request you will notice that we have included modems for each of the secondary sites, and for the elementary schools (approx. five schools) in one area, to test the effectiveness of such a communications system (both within an area, among secondary schools, and from the Computers in Education Dept.).

9. REALISTIC, PRACTICAL, AND FLEXIBLE

The 1989 budget proposal is asking for a larger chunk of funds than in any of the past years, but the needs are there.

- Items 1 to 4 above outlined the hardware considerations of the system.
- Item 5 attempted to explain our software needs.
- Item 6 addressed the importance of in-service.
- Item 7 explained the concern for our computer environments.
- Item 8 helps to alleviate site administrator workload.

Another obvious practical consideration relates to supplies. Why does this budget item continue to grow when the 5-year plan allocated fixed funds for each of the last five years?

- **Instructional Supplies:** This year we will be adding approximately 500 more educational micros to our system, bringing the total number of machines (counting Commodore C-64s, Apple IIs, etc.) used in the schools to about 2,700. As more micros are added, the demand for supplies (printer paper, ribbons, cables) INCREASES. A 23 % increase in the number of machines should result in an increase in the supplies budget. The reorganization at the secondary level (changing from networked labs to standalone micros) will result in the need for more computer carts and tables (to accomodate the portability of the stand-alone machines from classroom to classroom). At \$200 per cart, this is an important factor. Supplies budgets must grow annually to meet the needs of the users, and to accomodate the implementation of the plans for the system. This cannot be a fixed allocation.

The last item for comment is new to our budget:

- **Class Texts & Teaching Materials:** In 1989 two major curriculum events are occurring: the implementation of our "Computers Across the Curriculum" document at the Middle School level (taking place now), and the implementation of the new Computer Studies OAC at the secondary school level (taking place in Sept., 1989). The elementary "competencies" document will be extended to the primary/junior schools in the fall when we install the new labs. All of these programs require texts and teaching materials, and a budget to accomodate these has been struck in consultation with Bill Oja. This is a budget item that was not part of the original 5-Year Plan.

As we evolved over the years, technology has changed, the Ministry of Education has changed its computing plans, and our Board has changed - but the 5-Year Plan has remained as a fixed benchmark for educational computing in Hamilton. We have built a 1989 budget around system needs that consider these changes, address real problems, and propose reasonable solutions. It is realistic and practical, and yet flexible enough to accomodate future technological change, future M.O.E. directions, and decentralized decision-making.

Conclusion:

It is important to look at what we have done, what has changed, and where we are going. Any long term plan CANNOT remain carved in stone for five years when so many factors affect it. We are asking you to recognize that 1989 is a "hiccup" year -- a year to address concerns, correct imbalances, make adjustments, and set a course for a stronger future. We have tried to be honest about our needs, and present a plan that has had input from all segments of our Board. We believe that it is realistic, practical, and flexible enough to accomodate any new directions in technology and education. It is also the first step towards our goal of effective use of computers in the curriculum, and the springboard for a new Three-Year Plan for our system.

Appendix A

BACKGROUND INFORMATION

MEMOS from Senior Officials:

1. From C. McKague (1986 10 06):

"Senior Management directs you to build a request budget that will attempt to meet system needs in 1987 and subsequent years. What this means, therefore, is that you may need to deviate from the 5-year plan for hardware acquisition in areas where needs are critical."

Comment: • The 1989 budget does deviate from the 5-year plan. This is because we are attempting to standardize on hardware at both the elementary and secondary levels, upgrade older equipment, improve the environments of our computer labs, and refocus on our future directions. These are definitely system needs that we are addressing in this proposal.

2. From J. Penner (1988 09 06):

"Total hardware and software have followed the Board Plan. Supplies, printing, personnel training, etc. have been changed to reflect needs."

Comment: • An examination of the statistics for the city-wide plan from 1984 to 1989 show that total hardware and software expenses would only exceed the original plan by 2.6 percent if this year's request were approved as it stands. The areas that have exceeded the original plan from the beginning are supplies, building and electrical, and professional development. Fortunately, the Board has been exceeding the amounts allocated for these items under the 5-year plan in each of the past years. This will be required again in 1989.

ANALYSIS of Board Plan (1984-1988):

The following chart summarizes what allocations were made five years ago in each of these categories: hardware, software, instructional supplies, professional development, and building modification/electrical.

In each year, the first row gives the amounts originally allocated under the 5-year plan; the second row lists the amounts that were actually approved for that year's budget.

The percentages at the right show the percent increase or decrease of that year's approved budget over the amount allocated for that year according to the 5-year plan. The percentages at the bottom of the chart show how the totals for each category compare (approved amounts to original allocations).

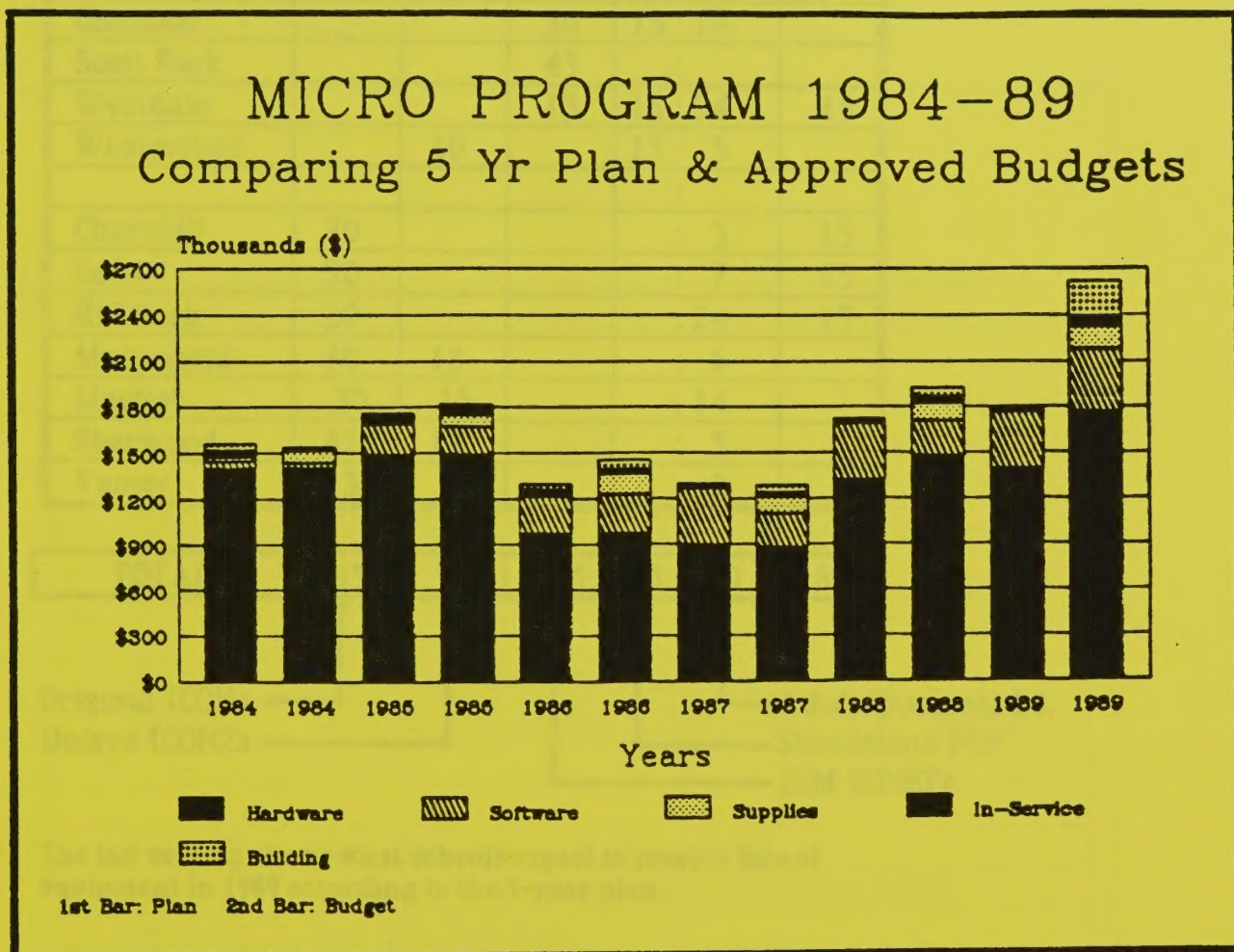
(In \$ Thousands)

YEAR	HRDWRE	SFTWRE	SUPPLs	P.D.	BLDG	TOTAL	INC.
1984	1402	50	26	50	40	1568	
	1402	37	81	1	20	1541	-1.7%
1985	1491	200	12	50	10	1763	
	1491	182	77	45	22	1817	3.1%
1986	968	250	12	30	40	1300	
	968	263	132	30	62	1455	11.9%
1987	895	375	12	10	10	1302	
	878	224	109	29	51	1291	-0.8%
1988	1320	375	12	5	10	1722	
	1477	232	118	34	61	1922	11.6%
1989	1395	375	12	5	10	1797	
	1767	415*	142	70	226	2620	45.8%
TOTALS	7471	1625	86	150	120	9452	
	7983	1353	659	209	442	10646	12.6%
PRCNT INC.	6.9%	-16.7%	666.3%	39.3%	268.3%	12.6%	

- * **NOTE:** We are expecting to have access to \$140,000 in grant money as part of the Ministry's Software Acquisition Grant Program. Since the M.O.E. requires that boards be accountable for these grants (there will be a review in 1991), and that they be used to supplement approved software budgets, we recommend that our \$415,000 software request be for \$275,000 from the Board, with the balance to come from whatever the Software Acquisition Grant is.

Graphical Representation of Five-Year Plan

The first bar in each year shows the total allocated according to the 5-year plan. The second bar in each year shows the amounts that were actually approved in that year's budget.



Where Are We Now? (The Status Quo)

The following charts summarize what ICON and PC (either IBM or IBM clones) equipment presently exists in our elementary and secondary schools.

- ICON refers to the original (older) ICON workstations from CEMCORP
- ICON2 refers to the newer ICON workstations from Unisys
- EDNET refers to the networked IBMs acquired as G.E.M.S.
- PCs refers to standalone (not networked) microcomputers that use the Microsoft operating system (MS-DOS)

COMPOSITE SECONDARY

School	ICON	ICON2	EDNET	PCs	1989
Barton			45	: 5	
Glendale			30	15 : 14	
Scott Park			45	:	
Westdale			15	15 : 24	15
Westmount		30		15 : 5	
				:	
Churchill	30			: 5	15
Delta	30			: 7	15
Hill Park	30			: 24	15
Macdonald	30	18		: 6	
MacNab	30	15		: 14	
Sherwood	32	13		: 5	
Vanier	13	7		: 2	
TOTALS	195	: 53	165	45 : 111	60

Original ICONs
Unisys ICON2s

Adult/Business Ed.
Standalone PCs
IBM EDNETs

The last column shows what schools expect to receive labs of equipment in 1989 according to the 5-year plan.

ELEMENTARY SCHOOLS

Primary/Junior	Yr.	Middle Schools
225	'91	
255	'90	
255	'89	15 : 345

Expected in 1989
Existing ICONs

- To date, all 23 of our existing Middle Schools have been equipped with ICON labs. Approximately 60 of the 345 workstations are original ICONS; the rest are ICON2s.
- In September 1989 Norwood Park will become a Middle School, and it will be outfitted with a lab of ICON2s. The Junior Schools Hardware Committee has drawn up a three year plan that anticipates 17 labs of machines being installed in primary/ junior schools in 1989 (see below).

**Proposal from Junior Schools
Hardware Committee
Marj Randall**

The following lists were provided by the principals of each area for the installation of GEMS labs into each of the Areas over the next three years.

<u>AREA</u>	<u>YEAR</u>	<u>SCHOOLS</u>
One	1989-90	Centennial, Prince Philip, Dr. Davey, Central
	1990-91	Strathcona, Centennial, Hess, Stinson
	1991-92	G.R. Allan, Earl Kitchener, Queen Victoria, Allenby
Two	1989-90	Gibson, Fairfield, A.M. Cunningham
	1990-92	Sanford, King George, Robert Land, Lloyd George, Stinson
Three	1989-90	Glen Echo, Hillsdale, Woodward
	1990-91	Rosedale, Roxborough Park, Sir Isaac Brock
	1991-92	Red Hill, Parkdale
Four	1989-90	Franklin Road, Lisgar, Richard Beasley, Vern Ames
	1990-91	Huntington Park, Pauline Johnston, Peace Memorial, Linden Park
	1991-92	Comley, Thornbrae, Fernwood Park
Five	1989-90	Seneca, Ridgemount, Holbrook, Norwood Park
	1990-91	Queensdale, James MacDonald, Eastmount
	1991-92	Ryckman's Corners, Buchanan Park, Mountview, Westwood

Appendix B

MINISTRY GRANTS**I. G.E.M.S. Hardware Grants**

- Up to 25 % of our REE computer grant entitlement may be used to purchase computers meeting Stage 1B specifications

The standalone PCs that we would buy for the secondary schools would be approved Stage 1B machines.

- Up to 5 % of our REE computer grant entitlement may be used to purchase special purpose computer technologies (such as CAD/CAM) or for supporting the needs of exceptional students

We would qualify for this percentage by virtue of our purchases for Special Education and Technological Studies

- Up to 5 % of our REE computer grant entitlement may be used for teacher training purposes

We would try to use the maximum possible amount here.

- Any remaining portion of the REE computer grant entitlement may be applied towards the purchase of machines meeting the Stage 1 A specifications

The ICON2 workstations, file servers, and related LAN items from Unisys would qualify for this portion of our grants

II. Software Acquisition Grants

The Ministry has established a three year program to supplement existing board software funding. Boards have been instructed that they are accountable for these grants, and "it is recommended that accurate and detailed records be kept to facilitate the reporting process". A provincial review will be conducted in January, 1991.

According to information received to date, our board will have access to approximately \$140,000 in 1989 under this grant program. We can expect a further \$92,700 in 1991.

A special account has been established in Accounting to keep track of all purchases made with these funds.

HANSARD OFFICIAL REPORT OF DEBATES

Legislative Assembly of Ontario

NOVEMBER 17, 1988

COMPUTERS-IN-EDUCATION GRANTS PROGRAM

Hon. Mr. Ward: I am pleased to announce further policy changes to my ministry's computers-in-education grants program.

I believe that under previous policy we have not been receiving a great enough value for our education dollars. The changes I am announcing today will permit school boards to pursue more cost-effective purchasing strategies more closely geared to the educational needs of our students.

School boards will be able to increase their purchasing power by up to \$130 million, because they will now have the flexibility to purchase less expensive computers capable of serving specific needs in our classrooms. With this step, we will be able to move much more rapidly towards our long-range goal of providing each student with 30 minutes of instructional computer time per day.

Starting in 1989, school boards will be permitted to allocate up to 25 per cent of their computer grants to the purchase of less-expensive equipment that meets specific needs, such as business and computer studies, database analysis and word processing.

In addition, school boards will now have the flexibility to use up to five per cent of their computer grants for the purchase of specialized equipment that can better serve the needs of exceptional pupils and the unique training needs of students enrolled in technological courses. Boards will thus be able to apply a portion of their grants to assist in the purchase of special computers that will allow the blind, the deaf and the physically disabled to develop skills that will be of particular value to them in the world of work, and school boards that want to revitalize their technological studies programs will be permitted to apply a portion of their grants towards such high-tech equipment as computer-aided design and computer-aided manufacturing and robotics.

Finally, I will be providing school boards with the option of spending up to five per cent of their grants on related in-service training for teachers to help them acquire a greater understanding and familiarity with the use of computers. This training will also help our teachers to better integrate ministry-licensed software and commercial software into the curriculum.

The steps I took in July to open our computer program to more manufacturers, followed by the policy changes I am announcing today, represent a bold move forward. School boards will be given greater flexibility to seek out equipment that precisely meets students' needs. The interest of Ontario taxpayers will be advanced by developing much more cost-effective purchasing policies. Teachers will benefit by gaining access to funds for in-service training. Perhaps most important, our children will benefit by being able to leave our schools confident in their ability to live and work in a world filled with information technology. Rather than being overwhelmed by that world, they will be able to take charge of it.

These and other computer-related initiatives I intend to introduce in the weeks and months ahead will ensure that Ontario remains a world leader in the development and application of educational technology.



Ontario

Ministry
of
Education

Ministère
de
l'Éducation

22nd Floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

étage
Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

1988-11-23
Copy to
Gare R
Dave D

PSB

MEMORANDUM TO: Directors of Education

FROM: Wally Beevor

DATE: November 17, 1988

SUBJECT: Extension of Criteria for the Purchase
of Microcomputers for Educational Use

The Minister of Education announced today an extension of the criteria under which Recognized Extraordinary Expenditure may be used to fund school board purchase of microcomputers for educational use.

On July 26, 1988, the Minister announced new functional requirements for grant eligible microcomputer systems (G.E.M.S.). These requirements, known as Stage 1A, addressed the broad range of non-traditional, across the curriculum, computer use.

There was, however, a need to address more traditional computer use in such areas as word processing and keyboarding, business education, and computer studies. This need is now being met through an extension in ministry requirements entitled Stage 1B.

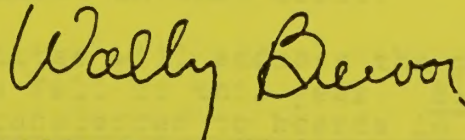
.../2

- 2 -

While full details of these changes are available from your ministry regional office, the following five points merit special consideration, and are drawn to your attention:

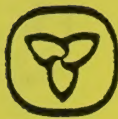
1. 1B machines can only be approved if the vendor or manufacturer has a previously qualified 1A system, resulting in the concept of a "family" of microcomputers related to a particular company.
2. Each 1B machine must be capable of standalone operation with a networking potential.
3. A maximum of 25% of a school board's 1989 purchase dollar entitlement for R.E.E. grant purposes may be spent on Stage 1B hardware. Any portion of that 25% maximum may also be spent on peripherals approved for use on Stage 1A (G.E.M.S.) or Stage 1B hardware.
4. A maximum of 5% of a school board's 1989 purchase dollar entitlement for R.E.E. grant purposes may be spent on CAD/CAM utilities and application technologies supporting the needs of exceptional students.
5. In conjunction with the purchase of any capital equipment, a maximum of 5% of a school board's total purchase dollar entitlement may be used for teacher training purposes.

A copy of the related press release is attached for your information.



Wally Beevor
Assistant Deputy Minister
Learning Programs

Attachment



Ontario

PAGE 32.

Ministry of
Education

Central Ontario
Region

2025 Sheppard Ave. E.
Suite 3201
Willowdale, Ontario
M2J 1W4
(416) 491-0330

2025, av. Sheppard est
Bureau 3201
Willowdale (Ontario)
M2J 1W4
(416) 491-0330

Ministère de
l'Éducation

Centre de
l'Ontario

June 30, 1988

File Number R.O. # 50/87-88
Numero de dossier

MEMORANDUM TO: DIRECTORS OF EDUCATION
CENTRAL ONTARIO REGION

SUBJECT: THREE YEAR SOFTWARE ACQUISITION PROGRAM

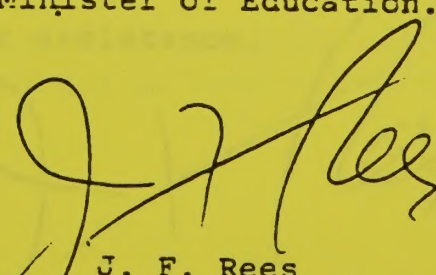
The process of implementation of this program was discussed on May 24, 1988, in Toronto, by members of a special committee. This committee concentrated on procedures for year one (1988) primarily, as there is much to be accomplished in the six months remaining.

A total of three million dollars in transfer grants is to be made available to boards in 1988 for the purchase of educational software. The transfer process will be completed by the end of December 1988. The formula for determining the amount of transfer grant for each board will use figures contained in the 1987/88 Directory of Education. Each board should note that the amount it receives includes provision for 8% Provincial Sales Tax.

Transfer for grants to boards will be calculated in the following manner:

\$2,000.00 per board, plus
\$ 333.00 per school in that board, plus
\$.63 per student in that board.

The program committee will address the process to be employed for 1989 in the Fall of this year. Six million (\$6.0 M) dollars will be transferred to boards in 1989, and a further four million, nine hundred thousand (\$4.9 M) will follow in 1990, for the purchase of educational software. This is in keeping with the announcement made to the House in November 1987, by the Minister of Education.


J. F. Rees
Regional Director of Education



Ontario

Ministry of Central Ontario
Education Region

Ministère de Centre de
l'Éducation l'Ontario

2025 Sheppard Ave. E. 2025, av. Sheppard est
Suite 3201 Bureau 3201
Willowdale, Ontario Willowdale (Ontario)
M2J 1W4 M2J 1W4
(416) 491-0330 (416) 491-0330

December 14, 1988

R.O. #20/88-89

File Number
Numero de dossier

MEMORANDUM TO: DIRECTORS OF EDUCATION
CENTRAL ONTARIO REGION

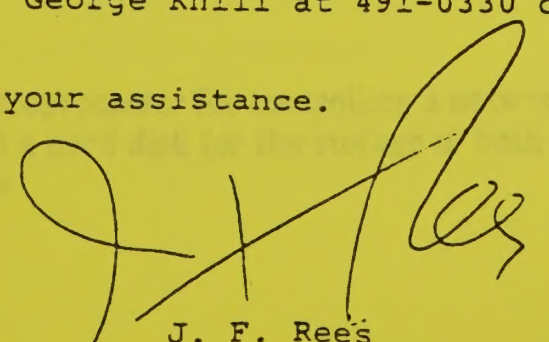
SUBJECT: THREE YEAR SOFTWARE ACQUISITION PROGRAM

All school boards in the Central region which operate at least one elementary and/or one secondary school, should be aware of the following:

1. Transfer funds sent to a board for the purchase of educational software in each of the three years of this program are to be considered as supplemental to existing board software funding.
2. Boards will be asked to report on the acquisitions made possible by this program in each of the three years, and therefore it is recommended that accurate and detailed records be kept to facilitate the reporting process. *separate account set up to direct purchases*
3. The ministry will conduct a review throughout the province in January, 1991, to determine the general effectiveness of the program and the types of software purchased through it.
4. Children's centre board/schools of education and trainable retarded board/schools are not included in the 1988 school year calculations.

Should you require further information, please feel free to contact Mr. George Knill at 491-0330 or 1-800-268-5755.

Thank you for your assistance.


J. F. Ree's
Regional Director of Education

Appendix C

GLOSSARY of TERMS

4 PO	See 4 Port Option
4 Port Option	An optional piece of hardware that we can have installed on ICON2 workstations to allow additional peripheral devices (such as printers) to be connected directly to the workstation
Byte	A unit of computer storage; one byte is capable of storing one character of information (such as the letter "A")
CAD/CAM	Computer-aided design/computer-aided manufacturing
C.I.E.	Computers In Education Department
Carts	Special adjustable tables, on wheels, with power bars, for computer equipment (facilitates movement from classroom to classroom)
COMPSAC	Computers in Education Staff Advisory Committee: meets monthly to discuss system-wide directions for educational computing
Computer Coach	A teacher volunteer in an elementary school who works with other staff members to assist them with using O.E.S.S. programs
EDNET	The name for IBM's original G.E.M.S. Stage 1A networked system
F/S	See fileserver
Fileserver	A dedicated microprocessor for controlling a network of computers, with a hard disk for the storage of both user and system files

Floppy Disk Drive	A device used for reading from, and writing to, diskettes (either for 5 1/4 inch floppies, or for the newer 3 1/2 inch diskettes)
G.E.M.S.	Grant-Eligible Microcomputer System: computer equipment that has met the hardware specifications as set out by the Ministry of Education, making them "grantable systems" eligible for R.E.E. funding. Stage 1A and Stage 1B G.E.M.S. will exist in 1989.
Hard Drive	A large capacity disk drive used to store millions of characters of information (eg: a 20 megabyte hard drive can store 20 million characters of data)
Hardware	The physical components of a computer system (micro-processor, keyboard, monitor, printers, etc.)
ICON	The first G.E.M.S., initially produced by a company called CEMCORP
ICON2	The latest member of the ICON family, now supported by the company Unisys, with 1 megabyte of RAM, enhanced colour and sound capabilities
Janet	Networking software, produced by WATCOM, for controlling a network of IBM PCs (a faster alternative than the IBM EDNET networking software)
Kilobyte	A measurement of computer memory/storage; one kilobyte (1 K) can hold 1,024 characters of data
LAN	Local Area Network: a cluster of microcomputers linked together for the purpose of sharing resources
Megabyte	Approximately one million bytes of storage
Modem	A device used to transmit and receive computerized digital information over standard phone lines (necessary for computer communications beyond a LAN)
MS-DOS	Microsoft Disk Operating System: the standard operating system used to control IBM microcomputers (also referred to as PC-DOS)

NetExp See Network Expander

Network See LAN

Network Expander A hardware device (a small box) that boosts the signals transmitted over a network, allowing LANs to be extended over larger distances within a building

O.E.S.S. Ontario Educational Software Service: managed by TV Ontario for the Ministry of Education, this agency distributes to school boards the software developed by the M.O.E. (at no charge)

PC Personal Computer: used to refer to IBM microcomputers or IBM compatibles (generally systems that run MS-DOS)

Peripheral An external device connected to a computer (eg: a printer or an add-on floppy disk drive)

Prtr Printer

QDOS A program that intercepts MS-DOS commands and translates them into QNX commands, thereby allowing ICON2s to emulate an IBM PC

QNX A product of Quantum Systems Ltd., this UNIX-like operating system is used by the ICONs. Its advantage over MS-DOS is its powerful network capabilities.

RAM Random-Access Memory: refers to the amount of storage space available to users inside a computer (these days, 512 kilobytes or more are generally required to run the large software packages being produced)

Site Administrator A teacher in a school with one or more labs of computer equipment, who is responsible for the day-to-day operation of the labs, installation of software, problem-solving, trouble-shooting, and so forth

Software Refers to the programs that run on computers

Software Acquisition Grant The newest grants made available to school boards from the M.O.E. for the years 1988-90; these grants are supplements to approved software budgets, and boards are accountable to the Ministry for the ways in which these funds are used (see Appendix B)

Stage 1A Refers to the M.O.E. hardware specifications for networked G.E.M.S.

Stage 1B Refers to the M.O.E. hardware specifications for stand-alone G.E.M.S. (new in 1989)

Key differences between Stage I/IA and Stage IB systems

System Characteristics	Stage I/Stage IA	Stage IB
Networked	Yes	Optional
Standalone	Optional	Yes
Colour Graphics	Yes (With colour monitor)	Optional
Screen Resolution	640x240 Monc. 320x240 Colour minimum bitmap graphics resolution	80 Column x 24 Line character display & bitmap graphics
Floppy Drive (5.25" or 3.5") 640k. Minimum.	Available on Network	Yes
Hard Drive (20 Mb Minimum)	Available on Network	Optional
Min. Memory Available	284k available for applications	Unspecified
French Character Support	Yes	Yes
Languages Supplied	2 of 3 (Basic, Pascal & Logo)	Optional (Basic, Pascal, Logo & 'C' available)
OESS Software to be available	Yes	No
Pointing device (Mouse/Trackball)	Yes	Optional

Standalone Refers to a microcomputer that is used independently of other micros (as opposed to a microcomputer that is connected to a network of computers, and is part of a LAN)

SwBxes	See Switch Box
Switch Box	A control box that is used to connect several standalone micros to one printer, so that any one of the computers can be "switched" on to use the printer
WATCOM	Waterloo Computer Systems Group: one of the largest Canadian producers of educational software products
Workstation	Refers to a microcomputer that is part of LAN

REPORT OF THE
AIDS POLICY COMMITTEE

Present: Trustee J. Deans (Chairman); Trustees Johnston, A. Stewart,
R. Stewart and Clarke.

Also

Present: Dr. F. Scott (Associate Medical Officer of Health)

Officials

Present: P. Beveridge (Superintendent of Curriculum, Special and Educational
Services)
J. Yurkiw (Assistant Superintendent, Special Services)
F. Neumann (Administrative Assistant to the Superintendent of
Curriculum, Special and Educational Services)
R. Chapman (Co-ordinator, Physical & Health Education)
W. Urie (Co-ordinator, Occupational Health and Safety)

The Committee recommends:

GENERAL

- a) That the Terms of Reference - AIDS/ARC (Acquired Immune Deficiency Syndrome/AIDS Related Complex) as presented to the Committee be accepted.
- b) That the present Board of Education Aids Policy is appropriate.
- c) That the Ministry of Health film 'Decisions, Decisions' be shown in our schools.
- d) That the Hamilton Board of Education strongly recommend the Ministry of Education move from one Secondary compulsory Health and Physical Education credit to two Secondary compulsory credits, one for Health and one for Physical Education.

Respectfully submitted,

J. Deans
Chairman

Committee Room
1989 02 21

OFFICE MEMO

DATE 1989 02 21
TO: Members of the AIDS Committee
FROM P. S. Beveridge
RE: TERMS OF REFERENCE - AIDS/ARC

PREAMBLE

With respect to issues related to the Acquired Immune Deficiency Syndrome (AIDS) and the AIDS Related Complex (ARC), the Board of Education for the City of Hamilton will endeavor to base its practices on the most reliable medical opinion available.

The Board recognizes its dual responsibility to balance concerns for the welfare of individuals with concerns for the welfare of the students and staff in our school system.

Every attempt will be made to reflect an enlightened and compassionate approach in dealing with AIDS/ARC.

SUGGESTED TERMS OF REFERENCE

With regards to AIDS/ARC, the Committee could consider:

- REVIEWING current practices at least on an annual basis and assess the need for the revision of policies in line with current developments in the medical/legal communities.
- ESTABLISHING a strong and continual liaison with the office of the Medical Officer of Health relative to evaluating all new information with respect to AIDS/ARC.
- SERVING as a forum for sensitive issues relating to AIDS/ARC.
- SERVING as a review board, to bring new and pertinent information relating to AIDS/ARC to the attention of the Board.
- PROMOTING AIDS education.
- PLANNING strategies for interacting with the media in case of AIDS/ARC infection within the jurisdiction of the Hamilton Board of Education.

Area 4 Office
50 Millwood Place
Hamilton, Ontario
L9A 2M8

1989 03 07

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE

Ladies and Gentlemen:

The report of the Review and Analysis Committee to Study the Closure of Vincent Massey School was presented at the February Operations Management Committee Meeting.

Taking into consideration the following:

- the preservation of the personal dignity, comfort level and self worth of each student through the provision of adequate and appropriate facilities;
- an age and peer appropriate setting;
- a Program Review for students in the Senior Classes;
- appropriate supervisory and support staff;
- current and future accommodation needs;
- possible uses of Vincent Massey for the over 21 population;

The Review and Analysis Committee recommends that:

Vincent Massey School be closed effective June 1990.

Prepared and submitted by: P. Gillie - Superintendent of Schools
Area 4

Approved by: K. A. Rielly - Director and Secretary

ATTACHMENT FROM FEBRUARY REPORT

Report of the Review and Analysis Committee to
Study the Closure of Vincent Massey School

Page 10

G. RECOMMENDATIONS

The Review and Analysis Committee to Study the Closure of Vincent Massey School recommends that:

1. Vincent Massey School be closed effective June 1990.
2. The specific location(s) be determined no later than May 1989, and renovations be complete by June 1990.
3. The program be relocated in a Secondary School setting.
4. The program be relocated such that the personal dignity comfort level and self worth of each student is preserved through the provision of adequate and appropriate facilities.
5. The program be relocated in a cluster in one or two settings.
6. Program/Curriculum for students in the Senior Classes be reviewed through the Curriculum and Special Services Department.
7. The position of Principal be retained for staff supervision and program evaluation.
8. The position of secretary be retained.
9. The Board explore with Community and Social Services alternatives for the over 21 population and possible utilization of Vincent Massey.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

- (a) That the following trip requests be approved:
- (i) Parkview, Grades 9-12, Canterbury Hills, 1989 04 25-27 (Tuesday to Thursday)
 - (ii) Parkview, Grades 9-12, Ottawa, 1989 05 11-13 (Thursday to Saturday)
 - (iii) Scott Park, Grade 9 Art, McMichael Canadian Collection, Kleinburg, 1989 04 26 (Wednesday)
 - (iv) Scott Park, Grades 12-13 History, Washington D.C., 1989 05 24-28 (Wednesday to Sunday)
 - (v) Sir John A. Macdonald, Grade 9, Ottawa, 1989 05 11-13 (Thursday to Saturday)
 - (vi) Vincent Massey, Hill Park, Westdale, Sherwood, TR, Kingston, 1989 05 29-31 (Monday to Wednesday)
 - (vii) Westdale, Grades 12-13, Washington and Williamsburg, 1989 05 01-05 (Monday to Friday)
 - (viii) Burkholder, Grades 6-8, Outdoor Education, Camp Arowhon, 1989 06 14-17 (Wednesday to Saturday)
 - (ix) G. L. Armstrong, Grade 6, Outdoor Education, Camp Wanakita, 1988 05 17-19 (Wednesday to Friday)
 - (x) Westview, Grade 8, Ottawa and Kingston, 1989 05 03-05 (Wednesday to Friday)
 - (xi) Westview, Grade 7, Outdoor Education, Camp Arowhon, 1989 06 11-14 (Sunday to Wednesday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

*jep

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1989 05 09

Confirmation of the minutes of the last regular and special meeting of 1989 04 18.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - page 1.
2. Investment of Short Term Funds.
3. Cash Flow.
4. Report of the Committee to Study Transportation Implications - French Immersion Program - page 2.
5. Capital Allocation/Grants.
6. Line of Credit - page 3.
7. Evans, Philp Quarterly Account for the period 1989 01 01 to 1989 03 31 - \$2,501.75
8. Cash Tuition Fees - pages 4 & 5.
9. Reconstitution of Transportation Committee.
10. Report of the French Language Section re: transportation - page 6.
11. Student Building Trades Trust Fund - pages 7 & 8.
12. Calendar - Holiday Schedule - page 9.
13. Request from the Christian Home Association of Mount Hamilton re: property tax relief - page 10.
14. Request from the North Central Community School Association re: installation of sign at Robert Land School - pages 11 & 12.
15. Report of the Special Education Advisory Committee - page 13.

ELEMENTARY\SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re: French Immersion at A. M. Cunningham School.

NEW BUSINESS:

1. Recommendations of the Director of Education - page 14.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1989 05 09.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

I have the honour to present the following recommendation for
your approval:

GENERAL

- (a) That the names of those texts, as distributed, be approved for
use in the schools and be added to the lists of texts previously
approved by the Board of Education for the City of Hamilton. (see
separate list)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary.

*jep

Submitted to:
The Board of Directors
Hamilton Board of Education
March 22, 1961

To the Chairman and Members
Hamilton Board of Education
Operations Management Committee

Ladies and Gentlemen:

I have the honor to acknowledge the following communication from
your agency:

RE: [illegible]

1. That the Board of Education, as requested, has reviewed the
use of the schools and the Board of Education has decided to
authorize the Board of Education to the effect of the Board of
Education.

Respectfully,
[illegible]

W. M. Smith,
Director of Education
The Board of Education

REPORT OF THE COMMITTEE RE
TRANSPORTATION IMPLICATIONS FOR FRENCH IMMERSION AND OTHER PROGRAMS

1989 04 12

Present: Trustee Penner (Chairman); Trustees Bishop, Kennedy and Mulholland.

Also Present: Trustees Allen, Clarke, Cunningham, Detwiler, Hicks, Lowe and Van Horne.

Official
Present: P. S. Beveridge (Superintendent of Curriculum, Special and Educational Services)
J. Hill (Co-ordinator of Languages)

The committee recommends:

G E N E R A L

1. That transportation be provided for elementary students of Hamilton public school supporters who attend French Immersion programs and who live 1.6 km (1 mile) or more from the school they must attend, to reflect our transportation policy for elementary students.

Respectfully submitted,

J. Penner
Chairman

Meeting Room
1989 04 12

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Education Centre,
100 Main Street West,
Hamilton, Ontario.

1989 05 03

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Line of Credit

For the last number of years this Board has not been in the position of potentially needing to obtain short term financing from outside sources.

A number of circumstances have changed which affect our cash flow requirements.

In undertaking major construction projects, there is the possibility of large cash needs on a short term basis. This results from the timing of payments being different from the receipt of grant and debenture proceeds. In addition to the depletion of our Capital Reserves, which have been a major source of internal financing, we may also be required to make a large payment on very short notice regarding the Dofasco assessment appeal.

To be in a position to address these and any other potential cash flow requirements, it is therefore recommended:

That the Chairman of the Board and the Superintendent of Finance and Treasurer be authorized to establish a line of credit not to exceed \$15,000,000, in accordance with Section 208 and Section 217 of the Education Act.

Prepared By: Edward R. Hodgins, Manager, Financial Services

Submitted By: Paul E. Shewfelt, Superintendent of Finance
and Treasurer

Approved By: Keith A. Rielly, Director of Education and Secretary

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1989 05 03

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Cash Tuition Fees

Please find attached the recommended cash tuition fee schedule for the 1989-1990 school year.

In general terms, cash tuition fees are applicable to students whose parent or legal guardian is not a public school supporter living in the City of Hamilton, and whose fees are not paid by another Board, the Ministry of Education, or the Government of Canada.

These fees have been calculated in accordance with current Ministry of Education regulations, and it is recommended:

That the cash tuition fee schedule for the 1989-1990 school year be approved as presented.

Prepared By: John E. Paterson, Senior Accounting Analyst

Submitted By: Paul E. Shewfelt, Superintendent of Finance
and Treasurer

Approved By: Keith A. Rielly, Director of Education and Secretary

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100-100000-100000
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In the event of a
discovery of a
new source of information

information and

100-100000-100000

This is a copy of the information that is being
provided to you.

In the event of a
discovery of a
new source of information

This is a copy of the information that is being
provided to you.

This is a copy of the information that is being
provided to you.

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CASH TUITION FEE SCHEDULE
FOR THE 1989-1990 SCHOOL YEAR

	<u>Annual</u>	<u>Fees</u> <u>Monthly</u>
<u>Elementary Panel</u>		
<u>Residents of Ontario</u>		
Grade Classes (including Junior Kindergarten, Kindergarten and French Immersion)	\$1,540	\$154
<u>Non-Residents of Ontario</u>		
Grade Classes (including Junior Kindergarten, Kindergarten and French Immersion)	\$5,060	\$506
<u>Secondary Panel</u>		
<u>Residents of Ontario</u>		
Grade Classes (including French as First and Second Languages [Immersion])	\$2,110	\$211
Vocational	3,730	373
<u>Non-Residents of Ontario</u>		
Grade Classes (including French as First and Second Languages [Immersion])	\$6,550	\$655

Note: Special Education classes are not available on a Cash Fee basis.

REPORT OF THE
FRENCH LANGUAGE SECTION

Present: Mr. Hubert Paquin (Chairman);
Trustees Barker and Desmarais.

Officials

Present: Mr. R. Lavoie (Superintendent of Schools - French As A First
Language)

The Section recommends:

GENERAL

- (a) That the report from the Superintendent of Schools - French As A First Language regarding transportation (limited bus passes) for students attending Georges P. Vanier Secondary School be referred to the Transportation Committee for further study and analysis and that a report be brought back to the Board.

Respectfully submitted,

Hubert Paquin,

Chairman.

Committee Room,
1989 05 02.

1989 04 24

To The Chairman and Members
Operations Management Committee

Ladies and Gentlemen:

Re: Student Building Trades Trust Fund

Commencing in 1974, the Board entered into the first of its four agreements with the Hamilton and District Home Builders' Association to enable our composite secondary and vocational students to obtain work experience in the construction industry. The first home was completed and sold in 1975 and subsequent homes were completed and sold in 1977, 1979 and 1982. All profits arising from these sales were credited to the Student Building Trades Trust Fund from which awards to students are disbursed annually.

Since the Board and the Home Builders have an equal equity in this Trust, the total value of the awards is divided equally between the two organizations. For example, during 1988 the Board received \$700 from which it disbursed several awards. Similarly, the Home Builders received \$700 for disbursement to the winners of their annual student design contest.

A balance sheet, as at December 31, 1988, is attached for your information.

For 1989, it is recommended that:

- (a) A cheque be issued in the amount of \$800 to the Hamilton and District Home Builders' Association for awards to winners of its 22nd Annual Student Design Contest, and
- (b) A cheque be issued in the amount of \$800 to The Board of Education for the City of Hamilton for awards to students in subject areas related to construction.

Prepared by: R. A. Chisholm, Accounting Supervisor
Submitted by: P. E. Shewfelt, Superintendent of Finance and Secretary
Approved by: K. A. Rielly, Director of Education and Secretary

To The President and Board of Directors
American Telephone and Telegraph Company

Dear Sirs:

Re: Proposed Acquisition of American Telephone and Telegraph Company

Enclosed for you are two copies of a report dated January 15, 1954, which was prepared by the American Telephone and Telegraph Company for the Board of Directors. The report contains a summary of the facts and circumstances surrounding the proposed acquisition of the American Telephone and Telegraph Company by the American Telephone and Telegraph Company. The report also contains a summary of the financial statements of the American Telephone and Telegraph Company for the year ended December 31, 1953.

The report also contains a summary of the financial statements of the American Telephone and Telegraph Company for the year ended December 31, 1953. The report also contains a summary of the financial statements of the American Telephone and Telegraph Company for the year ended December 31, 1953.

I believe that the information contained in the report is of interest to you.

Very truly yours,

(a) A check is being made in the amount of \$100,000 to the American Telephone and Telegraph Company for the purpose of financing the proposed acquisition of the American Telephone and Telegraph Company.

(b) A check is being made in the amount of \$100,000 to the American Telephone and Telegraph Company for the purpose of financing the proposed acquisition of the American Telephone and Telegraph Company.

Respectfully,
J. Edgar Hoover, Director of the Federal Bureau of Investigation
J. Edgar Hoover, Director of the Federal Bureau of Investigation
J. Edgar Hoover, Director of the Federal Bureau of Investigation

THE HAMILTON STUDENTS' BUILDING TRADES TRUST FUND

BALANCE SHEET

AS AT DECEMBER 31, 1988

Assets

Cash and Short-term Deposits	\$11,000
Interest Receivable	<u>562</u>
	\$11,562
	=====

Equity

Balance, December 31, 1987	\$11,997
Add: Interest Earned During Year	<u>965</u>
	12,962
Deduct: Expenditure for Student Awards	<u>1,400</u>
Balance, December 31, 1988	\$11,562
	=====

Prepared by: G. S. McLean, Administrative Assistant, Director's Office

Submitted by: A. L. McNeill, Associate Director of Services

Approved by: A. A. Bailey, Director of Education and Services

THE UNIVERSITY OF CHICAGO

LIBRARY

1000 S. UNIVERSITY AVE.

CHICAGO

1000 S. UNIVERSITY AVE.
CHICAGO, ILL. 60607

1000 S. UNIVERSITY AVE.
CHICAGO, ILL. 60607

1000 S. UNIVERSITY AVE.
CHICAGO, ILL. 60607

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CHICAGO, ILL. 60607

1000 S. UNIVERSITY AVE.
CHICAGO, ILL. 60607

The Board of Education,
100 Main Street West,
Hamilton, Ontario,
1989 05 03.

To the Chairman and Members,
Operations Management Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

At the Operations Management Meeting on November 8. 1988, a recommendation was approved that the Holiday schedule for Secondary Schools and the Education Centre offices be incorporated into the 1989-90 School Year Calendar.

At the present time, work has begun to develop a School Year Calendar which will include many dates and activities to assist with planning across the system. The following Holiday schedule for Secondary Schools and the Education Centre offices will be included in this calendar and distributed upon completion.

Monday, September 4, 1989	- Labour Day
Monday, October 9, 1989	- Thanksgiving
Friday, December 22, 1989	- 12:00 Noon Closing
Monday, December 25, 1989	- Christmas Day
Tuesday, December 26, 1989	- Boxing Day
Friday, December 29, 1989	- 12:00 Noon Closing
Monday, January 1, 1990	- New Year's Day
Friday, April 13, 1990	- Good Friday
Monday, April 16, 1990	- Easter Monday
Monday, May 21, 1990	- Victoria Day
Monday, July 2, 1990	- for Canada Day (1990 07 01)
Monday, August 6, 1990	- Civic Day

Prepared by: D. N. McIsaac, Administrative Assistant, Director's Office

Submitted by: A. L. Stockwell, Associate Director of Education

Approved by: K. A. Rielly, Director of Education and Secretary

1989 05 11

To The Chairman and Members
Operations Management Committee

Ladies & Gentlemen:

RE: REQUEST FROM CHRISTIAN HOME ASSOCIATION OF MOUNT HAMILTON

We have received a request from Ross & McBride legal representatives for the Christian Home Association of Mount Hamilton on behalf of the sponsoring church Mount Hamilton Christian Reformed Church. Property tax relief is being sought through the collective support of a Private Member's Bill.

BACKGROUND

The Christian Home Association is a non-profit corporation that was specifically incorporated to own and operate low-cost housing for seniors and handicapped persons. The corporation provided the land to facilitate the construction of 52 units located at 1415 Upper Wellington Street, Hamilton. The Regional Assessment office placed a market value of \$642,000 on this property known as Wellingsstone Christian Home. To convert to an assessed value, the market value is multiplied by the "apartment" factor of 25.532%. As defined in the Assessment Act, all apartment complexes with seven or more units are factored at this rate.

With reference to legislation enacted in 1986 permitting the St. Elizabeth Home Society to be assessed at the owner-occupied single family rate, the Christian Home Association plans to introduce a Private Member's Bill through Shirley Collins, Provincial Member of Parliament for the riding of Wentworth, paralleling this precedent.

FINANCIAL IMPLICATIONS

The requested change in the assessment factor to 10.469% combined with the reassessment, will result in a reduction of property assessment totalling \$35,844. Applying the 1989 mill rate, the represented tax loss would be \$11,600 in which the Board's share is \$5,058. It should be noted that each tenant directs school support; therefore, the public share may fluctuate downward over time. At present, only one unit is separate school support.

IT IS RECOMMENDED THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by:	Daryl Sage	- Manager of Special Projects and Audit
Submitted by:	Paul E. Shewfelt	- Superintendent of Finance and Treasurer
Approved by:	K. A. Rielly	- Director and Secretary

1988 OCT 10

to the District and National
Legislative Committees

1. General Information

2. SUMMARY OF THE LEGISLATION

The following is a summary of the legislation proposed by the
Committee on the District and National Legislative Committees
on the District and National Legislative Committees. The
legislation is intended to provide for a more effective
and efficient system of government.

3. LEGISLATION

The following is a summary of the legislation proposed by the
Committee on the District and National Legislative Committees.
The legislation is intended to provide for a more effective
and efficient system of government. The legislation is
intended to provide for a more effective and efficient
system of government. The legislation is intended to provide
for a more effective and efficient system of government.

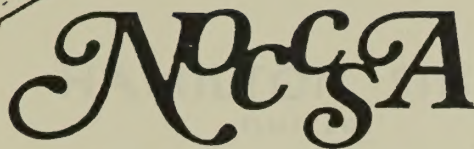
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4. LEGISLATION

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The legislation is intended to provide for a more effective
and efficient system of government. The legislation is
intended to provide for a more effective and efficient
system of government. The legislation is intended to provide
for a more effective and efficient system of government.

IT IS RECOMMENDED THAT THIS BILL BE PASSED BY THE LEGISLATURE.

Approved by: _____
District and National Legislative Committees
Approved by: _____
District and National Legislative Committees
Approved by: _____
District and National Legislative Committees



1989

PAGE 11.

NORTH CENTRAL COMMUNITY SCHOOL ASSOCIATION

460 WENTWORTH STREET NORTH
HAMILTON, ONTARIO L8L 5W8
(416) 527-7752

1989 04 27

Mr. Frank Kelly
Superintendent, Area 2
Education Centre
P.O. Box 2558
Hamilton, Ontario

Dear Mr. Kelly:

As you are aware, the North Central Community School Association would like to have a sign installed at Robert Land School.

The lettering is to be 12" in height, made of 3/16" acrylic and is to read "North Central Community School".

The sign would be attached to the steel fascia above the southwest entrance (Community School doors).

The total cost of sign and installation would be \$500.00 plus taxes. Please see attached quotation. The Community Association is requesting from the board a contribution of 50% of the total cost.

Thank you for your help on this matter.

Sincerely,

Jeff Hales
Community School Worker
Robert Land School

JH/cm

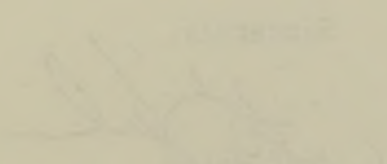
NY 100-443887

100-443887

Mr. Frank Miller
Executive Director
American Bar
100-443887
Washington, D.C.

Dear Mr. Miller:

As you are aware, the United States District Court for the District of Columbia has issued a decision in the case of *United States v. [redacted]*, 100-443887. The decision is a significant one, and it is one that we believe will be of great interest to you. The court has found that the government's case against the defendant is weak, and it has granted the defendant's motion for summary judgment. This is a very important decision, and it is one that we believe will be of great interest to you. We are very pleased with the outcome of the case, and we believe that it will set a precedent for future cases of this type. We are very grateful to you for your support and assistance in this case, and we hope that you will continue to support us in the future.

Sincerely,

[redacted]
[redacted]
[redacted]

HAMILTON SIGNS

LIMITED

Painted Publicity

103 CATHARINE STREET NORTH AT WILSON

PHONE 522-4573 • HAMILTON, ONT. L8R 1J5

December 7, 1988

Mr. Jeff Hales
Robert Land School
460 Wentworth St. N.
Hamilton, Ont.

Dear Sir:

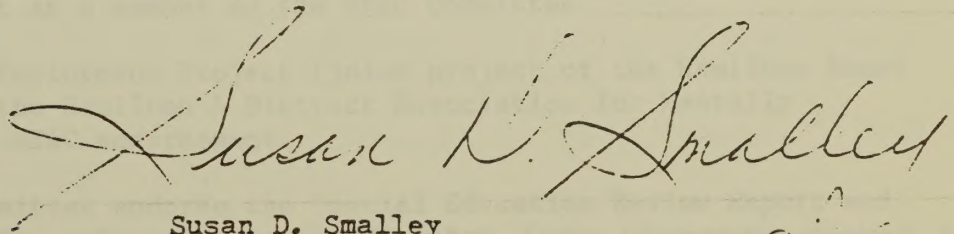
I am writing to offer you a price quotation on supplying lettering for the front of the school. The lettering is to be 12" in height and is to read:

"NORTH CENTRAL COMMUNITY SCHOOL"

You are to supply a newly painted background and we are to install letters on this surface. We can use 3/16" Acrylic and supply cut out letters or we can use vinyl lettering which resemble hand lettering in quality. The cost of the acrylic letters installed would be \$500 plus taxes. Vinyl lettering would be \$300 plus taxes.

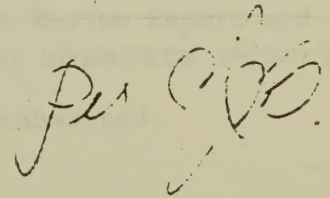
Thank you for offering Hamilton Signs Limited the opportunity of quoting on this job.

Yours truly



Susan D. Smalley

SDS/cjb



HAMILTON SIGNS

1911

101 CO. HAMILTON STREET NORTH AS WAGON

PHONE 175-1751 HAMILTON, ONT. CAN. 1911

January 7, 1911

Mr. J. H. H. H.
Hamilton, Ont.
Dear Sir:

Dear Sir:

I am writing to you after a long period of absence
from the office of the Hamilton Sign Company.
I am sorry to hear that you are not well.

I am sorry to hear that you are not well.

I am sorry to hear that you are not well.
I am sorry to hear that you are not well.
I am sorry to hear that you are not well.
I am sorry to hear that you are not well.

I am sorry to hear that you are not well.
I am sorry to hear that you are not well.
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I am sorry to hear that you are not well.
I am sorry to hear that you are not well.
I am sorry to hear that you are not well.

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustee J. Bishop (Chairman); Trustees Desmarais, Mulholland and Clarke; Mesdames Dalziel, Mazza, Trott and Schram, Dr. Newberry, Messrs. Adamson, Foster, Harwood and Ormerod

Also

Present: B. Jazvac (Headmasters' Association)
A. Mutart (Hamilton Teachers' Federation)
J. Jenkins (Chairman, Wentworth SEAC Committee)

Officials

Present: J. Yurkiw (Assistant Superintendent, Special and Educational Services)
R. Adams (Co-ordinator, Special Education)

The Committee recommends:

GENERAL

1. That officials bring a report to SEAC regarding the changes in the 1989 General Legislative Grants for the Provision of Special Educational Programs and Services and the implications of these changes to the Special Education program.
2. That guidelines be formulated to cover situations involving short term disability.
3. That the Board of Education invite the Canadian Cleft Lip Palate Association to sit as a member on the SEAC Committee.
4. That the Special Employment Project (joint project of the Hamilton Board of Education and the Hamilton & District Association for Mentally Retarded) receive SEAC endorsement.
5. That the SEAC Committee endorse the Special Education Review Report and request approval for submission to the Ministry. (see separate report.)

Respectfully submitted,

Mrs. J. Bishop,
Chairman

Meeting Room,
1989 04 19

REPORT OF THE

COMMISSIONERS OF THE

THE COMMISSIONERS OF THE LAND OFFICE, IN RESPONSE TO A RESOLUTION OF THE HOUSE OF REPRESENTATIVES, PASSED MAY 1, 1890, RELATIVE TO THE LANDS BELONGING TO THE UNITED STATES, AND TO THE LANDS BELONGING TO THE SEVERAL STATES.

1. The Commission has the honor to acknowledge the receipt of the report of the Special Commissioner of the Land Office, dated May 1, 1890, and to express its appreciation of the thoroughness and accuracy of the same.

2. The Commission has also the honor to acknowledge the receipt of the report of the Special Commissioner of the Land Office, dated May 1, 1890, and to express its appreciation of the thoroughness and accuracy of the same.

THE COMMISSIONERS OF THE LAND OFFICE.

WASHINGTON.

3. The Commission has the honor to acknowledge the receipt of the report of the Special Commissioner of the Land Office, dated May 1, 1890, and to express its appreciation of the thoroughness and accuracy of the same.

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6. The Commission has also the honor to acknowledge the receipt of the report of the Special Commissioner of the Land Office, dated May 1, 1890, and to express its appreciation of the thoroughness and accuracy of the same.

7. The Commission has the honor to acknowledge the receipt of the report of the Special Commissioner of the Land Office, dated May 1, 1890, and to express its appreciation of the thoroughness and accuracy of the same.

Respectfully submitted,

Wm. L. Smith,
Director.

May 1, 1890.
Page 10

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1989 05 09.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY/SECONDARY

- (a) That the names of those texts, as distributed, be approved for use in the schools and be added to the lists of texts previously approved by the Board of Education for the City of Hamilton. (see separate list)
- (b) That the following trip requests be approved:
 - (i) Hill Park, Grades 11-13, London, England, 1990 03 06-15 (Tuesday to Thursday)
 - (ii) Sherwood, Grades 12-13, Outdoor Education, St. Nora Lake, 1989 05 13-14 (Saturday to Friday)
 - (iii) Sir Winston Churchill, Grades 11-12, Outdoor Education, Algonquin Park, 1989 05 24-27 (Wednesday to Saturday)
 - (iv) Westdale, Senior Grades, Rome, Italy, 1990 03 06-16 (Tuesday to Friday)
 - (v) Cardinal Heights, Grade 7, Outdoor Education, Camp Wanakita, 1989 05 14-17 (Sunday to Wednesday)
 - (vi) Gibson, Grades 4-6, Outdoor Education, Camp Wanakita, 1989 06 04-07 (Sunday to Wednesday)
 - (vii) Hampton Heights, Grades 6-7, Outdoor Education, Camp Wanakita, 1989 04 16-17 (Wednesday to Friday)
 - (viii) Viscount Montgomery, TMR, Outdoor Education, Camp Ambassador - Owen Sound, 1989 06 20-23 (Tuesday to Friday)
 - (ix) W. H. Ballard, Grade 6, Sudbury, 1989 05 30-06 01 (Tuesday to Thursday)
 - (x) Westview, Grade 8, Gifted, Stratford, 1989 06 16 (Friday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary.

*jep

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CURRICULUM, SPECIAL AND EDUCATIONAL SERVICES

TEXTBOOKS

SUBJECT TO BOARD RATIFICATION

ELEMENTARY SCHOOLS

Prepared By:

William Oja,
Textbook Department
05/89

Submitted by:

Peter Beveridge,
Superintendent of Curriculum,
Special and Educational
Services

Approved by:

Keith Pielly,
Director of Education

1. Name of the person 2. Address 3. City 4. State 5. Zip	
6. Date of birth 7. Sex 8. Marital status 9. Education 10. Occupation	
11. Income 12. Assets 13. Liabilities 14. Net worth	
15. Health 16. Family 17. Social 18. Religious 19. Other	
20. Signature 21. Date	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CURRICULUM, SPECIAL AND EDUCATIONAL SERVICES PANEL

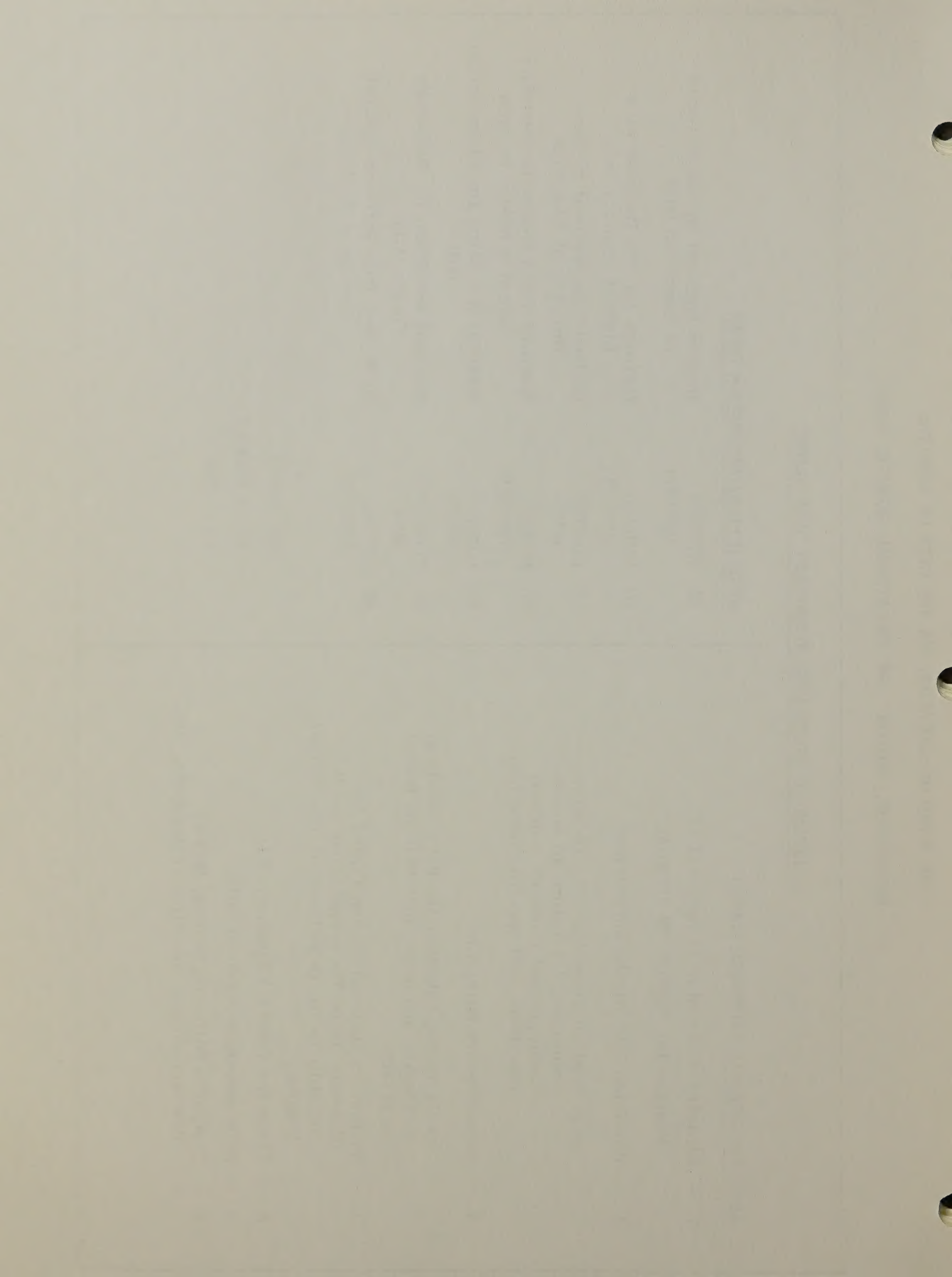
LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

- 1 - Ministry's Circular 14 Approval of Ministerial "LETTER OF APPROVAL".
- 2 - Provision "3b" of the Regulations
e.g. English literature, literature in modern
francaise, literature in modern
languages and classics courses,
shorthand, and special education.
- 3 - Supplementary Materials
Drill Books, Lab-Manuals, Kits, Readers,
Workbooks, and other Text-Related Books/
Materials.
- 5 - No Text is Currently Being Listed In
Circular 14 or The Ones Listed Are Not
Suitable To The Objectives of the Course/
Program.
- 8 - Class-Set (Nodric) Approval Only
- 9 - Reference-Book Approval Only
- T - Teacher's Editions, Guides, Notes,
Resource Books, Including Testpapers, Etc.

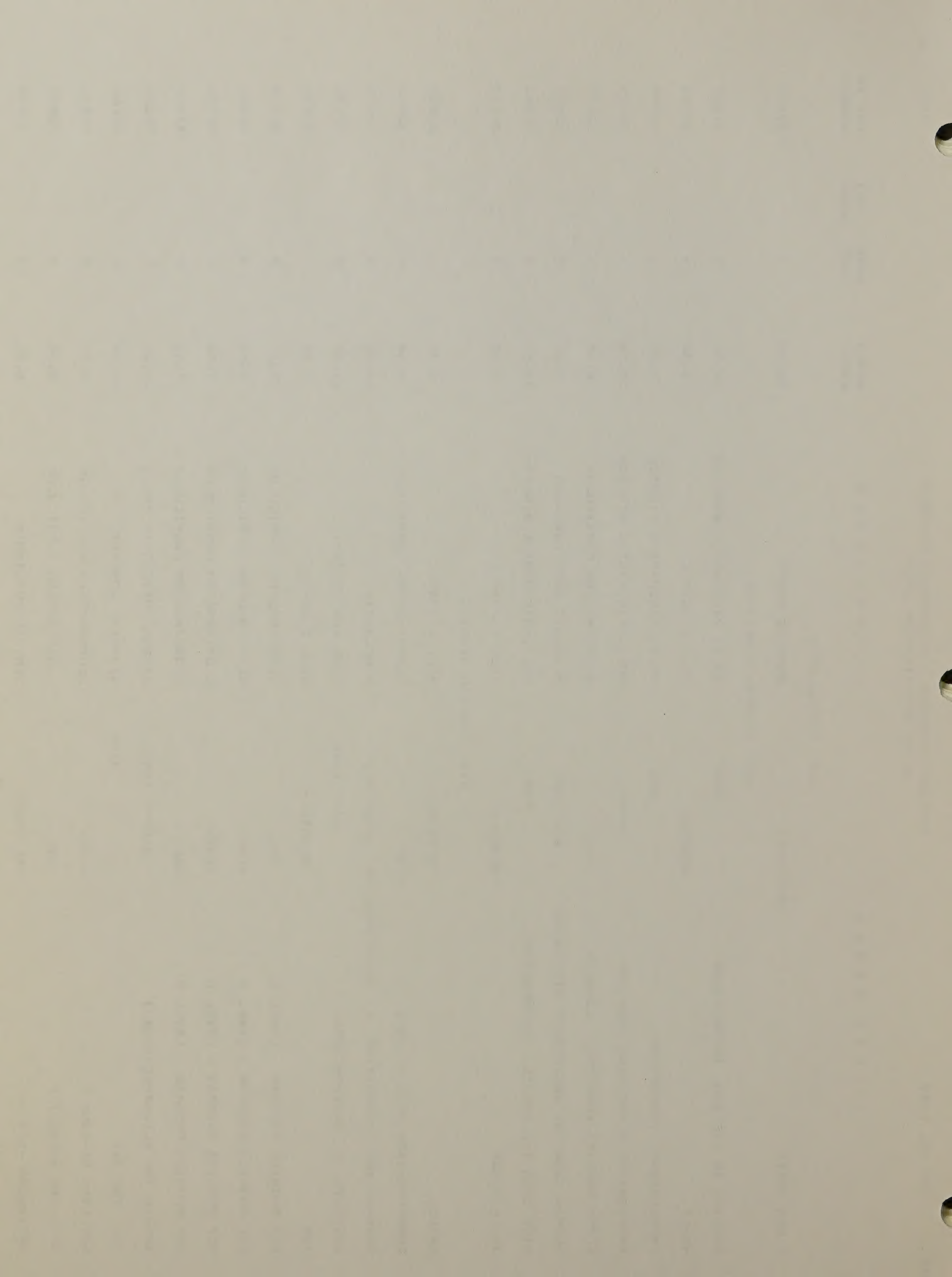
RESTRICTION/INFORMATION CODES

IA	INTERIM APPROVAL	Interim Approval by the Ministry of Education Only
LQ	LIMITED QUANTITY	Approval for the Purchase of a Limited Quantity Only
LT	LIMITED TIME	Limited Time Approval by the Ministry of Education
MD	MODULE PROGRAM	Approved for A Composite Secondary School's Module Program
NT	NODRIC TEXTS	Approval Was Given for Class-Set(S) Only
RE	REFERENCE BOOKS	Approval Was Given for Reference Copies Only
SP	SPECIAL PROGRAM	To Be Used Only Within a Special Program or Application
	KT - KIT	
	PK - PACKAGE	
	ST - SET	



TEXTBOOK PROGRAM - ELEMENTARY SCHOOLS
BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
I CAN WRITE	-DOMINIE-	001 VISUAL ARTS DOMINIE PRESS	26.00	3		32052
DANCING IN THE SUN IMPRESSIONS		005 PRIMARY EDUCATION HRW				
HOLLY	MERRILL	HOLT, RINEHART & WINSTON	79.00	3		31971
IMPRESSIONS TCH/RES/BK		BELL & HOWELL	5.50	3		24745
IMPRESSIONS -LISTENING PROGRAM-	HRW	HOLT, RINEHART & WINSTON	18.00	3		31997
MCP'S PHONICS WORKBOOK LEVEL A	-HRW-	HOLT, RINEHART & WINSTON	75.00	3		32003
PUFFIN CANADIAN BEGINNER'S DICTIONARY	GMC	GLOBE/MODERN CURRICULUM	8.00	8		32433
RIDE UPON THE BREEZE IMPRESSIONS	ABC 1984	ACADEMIC BOOK CARAVANS	8.00	8		32573
JNCLE BUNNY	HRW	HOLT, RINEHART & WINSTON	79.00	3		31989
	-MERRILL-	BELL & HOWELL	6.00	3		24737
CARLOS		018 ENGLISH STUDIES				
COMPREHENSION PLUS - LEVEL F	-MERRILL-	BELL & HOWELL	6.00			32060
GRAMMAR AND COMPOSITION 1 SCOPE ENGLISH SCHOLASTIC	-GMC-	GLOBE/MODERN CURRICULUM	6.00	8		32342
JOURNEYS 5 SPRINGBOARDS	GINN 1988	SCHOLASTIC	18.00	8		32177
JOY	-MERRILL-	GINN AND COMPANY	11.50	8		32235
MCP PHONICS PROGRAM LEVEL C		BELL & HOWELL	5.00			32078
MCP PHONICS PROGRAM - LEVEL A	GMC	GLOBE/MODERN CURRICULUM	7.50	3		32714
MCP PHONICS PROGRAM - LEVEL B	-GMC-	GLOBE/MODERN CURRICULUM	8.00	3		32698
MCP PHONICS PROGRAM - LEVEL D	-GMC-	GLOBE/MODERN CURRICULUM	7.50	3		32706
REMOVE THE BLINDFOLD-BOOK 1	-GMC-	GLOBE/MODERN CURRICULUM	7.50	3		32722
SAIL THE SKY	-OXFORD 1986-	OXFORD UNIVERSITY PRESS	16.00	3		32623
SPELLING WORKOUT E	GINN	GINN AND COMPANY	18.50	8		32169
SPELLING WORKOUT F	-GMC-	GLOBE/MODERN CURRICULUM	5.50	3		32631
SPRINGERS -SET B-	-GMC-	GLOBE/MODERN CURRICULUM	5.50	3		32649
WORD PROBLEMS WORKBOOK 2	-METHUEN-	GENERAL PUBLISHING	6.00	3		32045
	WINTERGREEN	WINTERGREEN	10.50			32110



T E X T T I T L E	P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
YOUNG CANADA THESAURUS	018 ENGLISH STUDIES NELSON 1988 NELSON	12.00	3		32227
REGARDS SUR L'ONTARIO, ATLAS -FITZHENRY & WHITESIDE	020 GEOGRAPHY FITZHENRY & WHITESIDE	15.00	8		32557
WORLD AROUND YOU: HUMAN PATTERNS	-OXFORD 1988- OXFORD UNIVERSITY PRESS	22.00	3		32219
WORLD AROUND YOU: PHYSICAL PATTERNS	-OXFORD 1987- OXFORD UNIVERSITY PRESS	22.00	3		32193
MULTICULTURALISM: CANADA'S PEOPLE 10 COPIES	030 HISTORY PRENTICE-HALL	89.50	8		34389
HOUGHTON MIFFLIN MATHEMATICS 6 TEXT HM	060 MATHEMATICS HOUGHTON MIFFLIN	17.00			32094
STARTING POINTS IN MATH 2 WORKBOOK	GINN GINN AND COMPANY	10.00			32086
FOCUS ON SCIENCE 8 2ND ED	080 SCIENCE HEATH 1988 D. C. HEATH	25.00	1		24752
MAKING CONNECTIONS SCIENCE 8	GAGE 1988 GAGE	25.00			32367

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

C U R R I C U L U M , S P E C I A L A N D E D U C A T I O N A L S E R V I C E S

T E X T B O O K S

SUBJECT TO BOARD RATIFICATION

SECONDARY SCHOOLS

Prepared By:
William Oja,
Textbook Department
05/89

Submitted By:
Peter Beveridge,
Superintendent of Curriculum,
Special and Educational
Services

Approved by:
Keith Rielly,
Director of Education

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CURRICULUM, SPECIAL AND EDUCATIONAL SERVICES PANEL

LEGEND OF CODES USED THROUGHOUT THIS REPORT

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- 2 - Provision "3b" of the Regulations
e.g. English literature, literature francaise, literature in modern languages and classics courses, shorthand, and special education.
- 3 - Supplementary Materials
Drill Books, Lab-Manuals, Kits, Readers, Workbooks, and other Text-Related Books/Materials.
- 5 - No Text is Currently Being Listed In Circular 14 or The Ones Listed Are Not Suitable To The Objectives of the Course/Program.
- 8 - Class-Set (Nodric) Approval Only
- 9 - Reference-Book Approval Only
- T - Teacher's Editions, Guides, Notes, Resource Books, Including Testpapers, Etc.

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LQ	LIMITED QUANTITY	Approval for the Purchase of a Limited Quantity Only
LT	LIMITED TIME	Limited Time Approval by the Ministry of Education
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NT	NODRIC TEXTS	Approval Was Given for Class-Set (S) Only
RE	REFERENCE BOOKS	Approval Was Given for Reference Copies Only
SP	SPECIAL PROGRAM	To Be Used Only Within a Special Program or Application
	KT - KIT	
	PK - PACKAGE	
	ST - SET	

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
001 VISUAL ARTS					
ART IN FOCUS 2ND ED	CM COLLIER MACMILLAN	43.00	8		33852
ARTFORMS 3RD ED	F/W 1985 FITZHENRY & WHITESIDE	38.50	8		04622
BALANCE AND UNITY	DAVIS 1982 FITZHENRY & WHITESIDE	13.00	S		06858
CANADIAN ART: A HISTORY	PH PRENTICE-HALL	18.00	8		34223
FUNDAMENTAL ACCOUNTING PRINCIPLES 5TH ED WORKPAPERS 1	IRWIN DORSEY	16.00	6		04093
PHOTOGRAPHY FOR THE JOY OF IT	AP 1977 ACADEMIC PRESS	13.00	8		04556
SPACE	DAVIS 1982 FITZHENRY & WHITESIDE	13.00	8		06841
002 BUSINESS STUDIES					
APPLICATIONS WORKBOOK FOR BEDFORD ACCOUNTING AW 1988	ADDISON-WESLEY	15.00	8		33449
AUTOMATED ACCOUNTING FOR THE MICROCOMPUTER	GAGE	16.00	9		33480
BUILDING KEYBOARDING SKILLS 3RD ED	MHR 1987 MCGRAW-HILL RYERSON	26.00	8		34181
C PRIMER PLUS	CCP 1986 COPP CLARK PITMAN	20.00	3		34090
CANADIAN OFFICE TODAY, THE	-WILEY- JOHN WILEY	25.00	3		33407
DICTIONARY OF ACCOUNTING TERMINOLOGY CAN/ED	GAGE	13.00	9		33555
DISCOVERING MICROSOFT WORKS	WILEY JOHN WILEY	19.00	8		03657
FUNDAMENTAL ACCOUNTING PRINCIPLES 5TH ED IRWIN DORSEY	IRWIN DORSEY	47.00	3		33845
INFORMATION PROCESSING IN TODAY'S OFFICE	MHR 1988 MCGRAW-HILL RYERSON	33.00	8		33811
KEYBOARDING 1: PERSONAL AND BUSINESS USES	PH 1987 PRENTICE-HALL	27.00	3		33712
LANGUAGE OF BUSINESS COMMUNICATION, THE	WILEY 1988 JOHN WILEY	24.00	2		34447
MARKETING TODAY: A RETAIL FOCUS	-MHR-1987- MCGRAW-HILL RYERSON	28.00	2		34173
NOTEMAKING AND STUDY SKILLS	GAGE 1977 GAGE	24.50	3		33456
NOTEMAKING MATERIALS	MINISTRY	10.00	8		01503
STUDENT HANDBOOK FOR NOTEMAKING AND STUDY SKILLS	GAGE	12.50	6		34108
WATFILE PLUS UTILITIES MANUAL	WATCOM 1987 WATCOM PUBLICATIONS	9.00	8		03665
011 ENGLISH LANG. DEVLPMT					
WRITING SENTENCES 2ND ED	HRW 1979 HOLT RINEHART & WINSTON	32.00	3		06262

TEXT TITLE		P U B L I S H E R	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
YOUR VOICE AND MINE 3	HRW 1988	011 ENGLISH LANG. DEVLPMT MOLT, RINEHART & WINSTON	16.00	8		34140
DISCOVERING MASS COMMUNICATION	GAGE 1987	014 ENGLISH MEDIA LITERACY GAGE	22.00	9		33464
EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT ADVERTISING		ACADEMIC BOOK CARAVANS	7.00	8		33274
HOW TO READ A FILM	-ABC-	ACADEMIC BOOK CARAVANS	24.00	3		33217
JOLTS(TV WASTELAND AND CANADIAN OASIS)	-ABC-	ACADEMIC BOOK CARAVANS	13.00	2		33308
MASS MEDIA AND POPULAR ARTS -3RD ED-	-MHR-1983-	MCGRAW-HILL RYERSON	24.00	S		33381
MASS MEDIA AND POPULAR CULTURE	HBJ	HARCOURT BRACE JOVONOVICH	.00	2		34058
MEDIA ANTHOLOGY	-HBJ-	HARCOURT BRACE JOVONOVICH	20.00	8		34124
MEDIA SCENES AND CLASS ACTS	-PEMBROKE-	PEMBROKE PUBLISHER	11.00	2		33993
MEDIA SEXPLOITATION	-ABC-	ACADEMIC BOOK CARAVANS	6.00	3		33233
MEDIA-SPEAK	-ABC-	ACADEMIC BOOK CARAVANS	5.00	S		33332
READING THE NEWS	-ABC-	ACADEMIC BOOK CARAVANS	15.00	3		33258
REMOTE CONTROL	ABC	ACADEMIC BOOK CARAVANS	4.00	3		33266
SINGLE CAMERA VIDEO PRODUCTION	-ABC-	ACADEMIC BOOK CARAVANS	28.00	9		33373
VIDEO POWERS	-ABC-	ACADEMIC BOOK CARAVANS	11.00	8		33290
BETWEEN THE LINES	-ABC-	015 ENGLISH LITERATURE ACADEMIC BOOK CARAVANS	18.00	2		33175
BRAVE NEW WORLD	-ABC-	ACADEMIC BOOK CARAVANS	6.00	8		33357
BRIDGES 4 TEACHER'S MANUAL	PH	PRENTICE-HALL	26.00	9		33720
CABBAGE TOWN	-ABC-	ACADEMIC BOOK CARAVANS	9.00	8		33340
CONTEXTS 3 ANTHOLOGY	NELSON 1984	NELSON	20.00	3		33100
DEAR BRUCE SPRINGSTEIN	-ABC-	ACADEMIC BOOK CARAVANS	15.00	8		34306
ECHOES 3	-OXFORD 1981-	OXFORD UNIVERSITY PRESS	13.00	8		33571
EXPLORATIONS IN LANGUAGE	DOMINIE 1988	DOMINIE PRESS	12.00	8		05850
FIT TO PRINT	HBJ 1987	HARCOURT BRACE JOVONOVICH	11.00	3		05975

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020 GEOGRAPHY									
CANADA: A NEW GEOGRAPHY 3RD ED	HRW					23.00	8		32862
CANADA: THE LAND AND ITS PEOPLE	GAGE					23.00	8		32730
CONTACT CANADA	-OXFORD 1988-					28.00	8		32763
NATURE ON THE RAMPAGE: OUR VIOLENT EARTH -NAT GEO-1986						14.00	2		33084
OUR COMMON FUTURE	-OXFORD 1987-					10.50	8		32748
PHYSICAL GEOLOGY	-M. PRESTON-					32.00	8		34546
SOIL PROCESSES	IRWIN					10.00	8	L	03632
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WORLD DEVELOPMENT REPORT, 1987	-OXFORD 1987-					14.00	8		32755
WORLD ISSUES	-WILEY- -1989-					30.00	8		33043
WORLD PROSPECTS: A CONTEMPORARY STUDY 2ND ED PH 1987						31.50	2		34496
030 HISTORY									
APPROACHES TO POLITICAL AND ECONOMIC SYSTEMS -GMC-						10.50	2		33142
CANADA: A NORTH AMERICAN NATION MHR 1988						35.00	2		04077
CANADA: WINDOWS ON THE WORLD 10 COPIES PH 1983						89.50	3		34991
CANADA'S CENTURY -2ND ED-	-MHR- -1987-					27.00	1		64444
CANADIANS IN THE TWENTIETH CENTURY -MHR-	-1987-					23.50	2		35055
CHALLENGE OF DEMOCRACY GUIDE	NELSON 1984					14.00	9		34678
CHALLENGE OF DEMOCRACY: IDEALS & REALITIES IN CANADA TEXT						17.00	8		34660
CONTOURS IN THE 20TH CENTURY	-OXFORD 1988-					22.00	3		32870
DISCOVERING CANADA: SHAPING AN IDENTITY PH 1983						26.00	2		34603
MADE IN CANADA: ECONOMICS FOR CANADIANS OXFORD 1988						24.00	2		33126
MAKING OF THE MODERN AGE: EUROPE/WEST SINCE THE ENLIGHT						23.00	3		32904
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030 HISTORY					
NORTH AMERICANS, THE	-OXFORD 1988-	20.00	3		32896
OUR WORLD THIS CENTURY	-OXFORD 1981-	15.00	8		32995
OUR WORLD TODAY	-OXFORD 1985-	13.00	8		33001
PEOPLE AND OUR WORLD:A STUDY OF WORLD HISTORY HRW 1984	HOLT RINEHART WINSTON	38.00	8		04671
PEOPLE'S HISTORY OF THE UNITED STATES, A FW 1988	FITZHENRY & WHITESIDE	14.00	3		34801
POLITICAL LIFE IN CANADA	PH 1983	13.50	3		33027
POLITICS: CANADA 6TH ED	-MHR-	21.00	2		32953
RISE OF THE GLOBAL VILLAGE, THE	-MHR-	20.00	2		32938
ROMANS, THE: EVIDENCE IN HISTORY	-OXFORD 1987-	8.00	8		32987
SOCIETY: LIVING WITH CHANGE	AW	25.00	3		32888
SPOTLIGHT CANADA -2ND ED-	-OXFORD 1988-	20.00	1		72017
TRIUMPH OF THE AMERICAN NATION	HBJ 1986	30.00	8		04168
TWENTIETH CENTURY HISTORY:THE WORLD SINCE 1900 2ND ED	COPP CLARK PITMAN	15.00	2		34637
TWENTIETH CENTURY WORLD	NELSON	32.00	3		03848
TWENTIETH CENTURY WORLD:EVIDENCE IN HISTORY-OXFORD1986-	OXFORD UNIVERSITY PRESS	13.00	8		32961
TWENTIETH CENTURY, THE	-F/W- -1988-	9.00	8		34645
UNITED STATES: A HISTORY OF THE REPUBLIC	PH 1988	36.50	3		32912
WHAT IS HISTORY?:EVIDENCE IN HISTORY	-OXFORD 1981-	6.00	8		32979
WORKING WITH ECONOMICS: A CANADIAN FRAMEWORK 2ND ED	COLLIER MACMILLAN	21.00	3		33035
045 FAMILY STUDIES					
CHILDREN: THE EARLY YEARS	GENERAL	32.00	9		34371
CREATIVE LIVING CANADIAN ED	CM	27.50	8		33415
FAMILY MATTERS	NELSON 1987	17.00	8		34066
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MARRIAGE AND FAMILY DEVELOPMENT -6TH ED-	-HR-	39.00	8		34082

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
045 FAMILY STUDIES					
MARRIAGE AND THE FAMILY:DEVELOPMENT AND CHANGE MACM	MACMILLAN OF CANADA	9.00	2		34074
MODERN DENTAL ASSISTING -3RD ED- -HRW- -1985-	HOLT, RINEHART & WINSTON	45.00	2		35022
PERSON TO PERSON CM	COLLIER MACMILLAN	28.00	5		33399
PERSONAL FINANCE FOR CANADIANS 2ND ED PH 1984	PRENTICE-HALL	19.00	3		33837
SITUATIONS AW 1986	ADDISON WESLEY	20.00	8		04101
050 LANGUAGES: CORE PROG					
COLLINS GEM DICTIONARY - LATIN -ABC-	ACADEMIC BOOK CARAVANS	6.00	5		35105
COLLINS/ROBERT DICTIONARIES - FRENCH/ENGLISH-ENG/FR-ABC	ACADEMIC BOOK CARAVANS	39.00	8		35089
CONTES CHOISIS DE MAUPASSANT -IRWIN-	IRWIN PUBLISHING	5.00	8		33969
DER GASHMANN IRWIN 1976	IRWIN PUBLISHING	5.00	8		35162
DEUTSCH AKTUELL STUDENT BK/WORKBK CCP 1987	COPP CLARK PITMAN	8.00	3		00471
DICTIONNAIRE THEMATIQUE VISUEL ED QUEBEC 1986	ACADEMIC BOOK CARAVANS	40.00	8		35121
ECOLE DES FEMMES CHAMPLAIN	EDITIONS CHAMPLAIN LTEE	4.00	2		00943
FRANCAIS PRATIQUE, LE:STUDENT WORKBK, NIVEAU 11 AQUILA	AQUILA COMMUNICATIONS	5.50	8		01289
FRANCAIS PRATIQUE, LE:STUDENT WORKBK,NIVEAU 1 AQUILA	AQUILA COMMUNICATIONS	5.50	8		01008
J'ARRIVE -DOMINIE-	DOMINIE PRESS	9.00	5		17236
MICRO ROBERT FRENCH DICTIONARY -ABC-	ACADEMIC BOOK CARAVANS	.00	8		35147
NOUVELLES DU QUEBEC 4TH ED PH 1988	PRENTICE-HALL	15.00	8		34165
PANDRAMA 11 READER HEATH 1983	D. C. HEATH	11.00	8		01081
POURSUITE AU CHATEAU FRONTENAC CCP 1985	COPP CLARK PITMAN	6.50	3		17228
SPANNENDE GESCHICHTEN TEXT CCP	COPP CLARK PITMAN	9.50	8		33704
ZICKZACK -PUPIL'S BK- -RESOURCE CENTRE-	RESOURCE CENTRE	20.00	8		33860
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GENS DE CHEZ NOUS -IRWIN-	IRWIN PUBLISHING	10.00	8		33944
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IMMER WEITER -RESOURCE CENTRE-	RESOURCE CENTRE	10.00	8		34348

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055 LANGUAGES: THE AUTHORS

PASSEPORT AU PLAISIR 6 HISTOIRES DES JOURS EXER BKLT D. C. HEATH 8 3.00 33159

057 FRENCH IMMERSION

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HUMAN BODY IN HEALTH AND DISEASE. THE-6TH ED-HR-1987 HARPER AND ROW 8 22.00 34843

KNOWING YOURSELF -GLC- -1986- GLC PUBLISHERS 8 13.00 35048

MANUAL OF STRUCTURAL KINESIOLOGY -10TH ED-MOSBY- C.V. MOSBY 5 30.00 34835

080 SCIENCE

BIOLOGICAL SCIENCE: AN INTRODUCTORY STUDY PH 1980 PRENTICE HALL 8 30.00 04655

BIOLOGY AND HUMAN PROGRESS 7TH ED TEXT PH PRENTICE-HALL 2 38.00 33787

BIOLOGY AND HUMAN PROGRESS 7TH ED WORKBOOK PH PRENTICE-HALL 3 14.50 33795

TEXTBOOK PROGRAM - SECONDARY SCHOOLS
HOARD RATIFICATION LIST

TEXT TITLE	CCP	1988	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
INSIGHTS 10			080 SCIENCE				
	CCP	1988	COPP CLARK PITMAN	29.00	2		34975
			090 TECHNICAL SUBJECTS				
AUTOMOTIVE FUNDAMENTALS 2ND ED		CM 1986	COLLIER MACMILLAN	16.00	8		33431
AUTOMOTIVE MECHANICS 1ST ED		MHR 1980	MCGRAW HILL RYERSON	40.00	8		04457
AUTOMOTIVE MECHANICS AND TECHNOLOGY 2ND ED		GAGE 1985	GAGE	40.00	2		34827
BEGINNING WOODWORK STUDENT GUIDE		CM 1988	COLLIER MACMILLAN	7.50	8		34793
BEGINNING WOODWORK TEACHER'S GUIDE		CM 1988	COLLIER MACMILLAN	10.00	9		34777
BEGINNING WOODWORK TEST		CM 1988	COLLIER MACMILLAN	23.00	8		34785
BUILDING CONSTRUCTION		-WILEY- -1984-	JOHN WILEY	26.00	2		34876
BUILDING TRADES BLUEPRINT READING-RESIDENTIAL		1982	COPP CLARK PITMAN	23.00	8		34868
ELECTRIC MOTOR CONTROL 4TH ED		NELSON 1988	NELSON	26.00	3		33688
INTERMEDIATE ELECTRICITY 3RD ED		GP 1985	GENERAL PUBLISHING	14.00	3		33886
YOU WANTED TO KNOW		FW 1987	FITZHENRY & WHITESIDE	10.00	8		35030
			118				
Z FOR ZACHARIAH		IRWIN	IRWIN PUBLISHING	7.00	8		21295
			130 FX: HISTOIRE				
CANADA'S CENTURY -2ND ED-		-MHR- -1987-	MCGRAW-HILL RYERSON	27.00	1		64444
SPOTLIGHT CANADA -2ND ED-		-OXFORD 1988-	OXFORD UNIVERSITY PRESS	20.00	1		72017



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

**PROVISION OF SPECIAL EDUCATION
PROGRAMS**

AND

**SPECIAL EDUCATION
SERVICES**

Sixth Annual Review

1988 - 1989

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SPECIAL EDUCATION ANNUAL REVIEW 1988 - 1989

INTRODUCTION

The Annual Review of the official Board Plan was prepared by a steering committee composed of the following:

Joseph Yurkiw, Assistant Superintendent of Special & Educational Services
Robert Adams, Co-ordinator of Special Education, and
Judith Bishop, Representative of Special Education Advisory Committee

The preparation of this Annual Review followed the Procedures for School Boards in the Preparation of a Report to the Minister of Education and the Provision of Special Education Programs and Special Education Services. In addition, suggestions made by the Regional Office of the Ministry of Education were taken into account.

The Sixth Annual Review was presented to the Special Education Advisory Committee for endorsement prior to its submission for approval to the Board of Education for the City of Hamilton.

SPECIAL & EDUCATIONAL SERVICES

The Board of Education, City of Hamilton, has recently re-organized to reflect the needs of a changing community and to continue to provide sensitive and service oriented curriculum.

It is the purpose of Special & Educational Services to direct and develop special education programmes and services to ensure that all students have an equal opportunity to learn to the best of their abilities.

The vision of the Hamilton Board is to have a student-centered and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication and challenges students to continued achievement. (Senior Management, August 1988)

In order to service this vision, Consultant Staff from the Special Education Department, Psychological Services and Adjustment Services have been decentralized into 5 area teams, working under the supervision of Area Superintendents of Schools.

Coordinators of Adjustment and Special Education Services and the Chief Psychologist continue to provide leadership to the consultants as they develop goals and objectives to meet Area and System needs.

Under the leadership of Superintendent of Curriculum and Special Services (P. Beveridge) Special and Educational Services are directed by:

- Assistant Superintendent, Special & Educational Services
(J. Yurkiw)
- Coordinator of Special Education (R. G. Adams)
- Coordinator of Adjustment Services (F. B. Schofield)
- Chief Psychologist (Dr. C. Pryor)

"Shared responsibility" is a Service and Special Education thrust for the nineties. Services are seen as supportive to the overall decentralized concept.

In consultation with Area Superintendents, in-service, staffing, and research are seen as primarily the responsibility of the system (Education Centre).

Consultants in Special Education, Psychological Services and Adjustment Services are viewed as direct service providers to area needs, their schools, staffs and student population. (Area Offices)

Special Education is fundamental in that programs must be provided directly to the students in accordance with the Education Act and Regulations. Increased interface with Curriculum personnel in the development of programs is a key direction for our combined services, Curriculum and Special Education.

The Special Education Department, continues to provide an ongoing review of all of its programs as decentralization develops, providing leadership, training and innovative approaches to meet the ever changing needs of our students.

In the link between schools and officials, the involvement of S.E.A.C. (Special Education Advisory Committee) is an important community team member in the development of special programs. Their concern as trustees and community representatives provides Special and Educational Services an important forum for review and new direction.

The enclosed annual *Special Education Report for 1988-89* provides a review of our current direction and focus for all students who have special needs.

Joseph M. Yurkiw
Assistant Superintendent
Special & Educational Services

THE ANNUAL REVIEW OF THE SPECIAL EDUCATION PLAN 1988-1989

PART 1

PREAMBLE

1988-1989 was a year of significant change for the Board of Education for the City of Hamilton. Decentralization and increased school based decision-making began to take effect, as innovative educators in the system began to plan at the "grass-roots" level. A hands on, face-to-face training and development program, whereby it would become possible to assist schools and teachers to access and utilize programs developed by a central office resource staff, began to be implemented across the system.

In keeping with decentralization, the City of Hamilton was divided into six areas (including a French language superintendency) charged with the responsibility for coordinating and prioritizing the wide range of program and resource needs of each school and its community over the next three to five years.

This long-range plan of decentralization and shift in decision-making process was recognized by the Special Education Department, who in turn developed a special education plan, not only to harmonize with decentralization, but also to positively utilize the "winds of change" to implement a service model which would better meet the needs of students experiencing learning problems, including those identified as exceptional.

THE INTERVENTION MODEL FOR THE DECENTRALIZED '90's

The function of the Intervention Model is to deliver quality special education programs to all students with learning problems, and is structured upon the following premises:

- * A mission statement which is *"based on an intervention model that recognizes the unique characteristics of all learners and which is delivered within the most natural, enabling environment."*
- * The vision of a common philosophy shared by all educators whereby students with special needs will be integrated into all subjects and divisions.
- * The fact that the most enabling environment for many students is their home school/area, provided adequate resources are available to meet identified needs.

- * The reality that increased programming for exceptional students in regular programs with support services, will result in fewer self-contained classes.
- * The recognition that providing for students with learning problems is a shared responsibility between special and regular educators in terms of curriculum and program.

From the aforementioned policy statement, the Intervention Model for the Decentralized '90's was formulated, presented to senior management, supervisors, principals, and staff. It will be implemented across the system during the next three to five years, in a measured way, involving all teachers, as promoted by the Director of Education and Secretary, Keith Rielly.

HIGHLIGHTS OF THE "INTERVENTION MODEL" 1988-1989

While the basic programs and services for students with learning problems have not changed a great deal from 1987-1988, the implementation of decentralization and the initial effects of the intervention model has resulted in the following:

- * the move of the five special education consultants and other special services personnel from central office to the five defined areas of the city.
- * the establishment in 14 schools (19 classes - 10 Specific Learning Disabilities, 9 General Learning Disabilities) of a pilot Special Education Resource Teacher (SERT) concept, servicing those exceptional students placed in a regular class, as determined by an Identification Placement & Review Committee.
- * the assignment of special education portfolios to each Special Education Consultant to provide system consistency.
- * the increase in the number of speech/language pathologists to ten to serve the Hamilton system.
- * the formation of the following committees to provide the guidelines for future changes.
 1. The SERT Pilot School Project Committee.
 2. The Committee to Study Area IPRC's
 3. The Committee to Review Diagnostic and Resource Teams
 4. The Committee to clarify the Role of Learning Resource Teachers
 5. The Effective Intervention Task Force Committee
 6. The Mentor Process Committee (Teacher coaching)
 7. The Committee to Review/Update the format for Individual Pupil Plans

An outline of the Intervention Model for the Decentralized '90's (Appendix II) and the Special Education Mission Statement, Future Visions and Department Action Plan (Appendix III) is included in this submission.

Decentralization has provided new opportunities for services staff and the resource personnel involved with regular programming to team build programs for students with learning problems in each school.

The special education plan, The Intervention Model for the Decentralized '90's complements decentralization. At the school level, the model allows for a greater degree of flexibility in meeting the needs of students with learning problems, as staff know the students' strengths and weaknesses best, and can make better programming decisions. The continuation of a functional spectrum of placements for all students with learning problems (exceptional and non-exceptional) from regular classroom placements to congregated settings, makes possible a student's individual growth and development to be better addressed - physically, intellectually, emotionally and socially.

SPECIAL SERVICES PROGRAM CHANGES

The following changes have been made in order to better meet the need of students with learning problems and/or to adjust to the changing needs of identified exceptional students:

- established an additional class for autistic students located at Ryckman's Corners school.
- reduced the program for the hearing impaired by one class (Queensdale).
- expanded by one class the program for the gifted elementary (self-contained) at Westview school.
- consolidated the self-contained classes for the gifted at Westmount Secondary School.
- increased the number of primary gifted learning resource teachers from four to five in order to provide service to each defined Area of the City.
- reduced the self-contained classes for the educable retarded (GLD) by two.
- reduced by the number of classes at Vincent Massey (the segregated senior school for the trainable retarded) by three (2 classes closed, 1 class transferred to Sherwood Secondary School).
- increased the number of learning resource teachers at the elementary level by 9 and the secondary level by 1.5.
- increased the number of speech/language pathologists by 2 and the number of speech assistants by 3.
- increased the number of Community Facility programs (Section 25) by 2 - one at Delta (Woodview) and one at Patterson House.

A REPORT ON THE PROVISION OF SPECIAL EDUCATION PROGRAMS AND SPECIAL EDUCATION SERVICES FOR EXCEPTIONAL STUDENTS

PART II

While the Intervention Model for the Decentralized '90's is being implemented, during the next three to five years, the current special education programs and services are available to all students with learning problems.

A. Available Special Education Programs for Exceptional Students

(by exceptionality)

I Behavioural (Elementary)

7 self-contained classes

II Communicational (Elementary)

Autistic - 2 self-contained

Auditory Impaired - 4 self-contained

Language and Speech Improvement - 6 self-contained

Specific Learning Disability - 50 self-contained (including 10 in SERT pilot project)

Augmentative Communication - 1 resource teacher

III Intellectual

Trainable Retarded

Elementary Satellite - 15

Secondary Satellite - 8

Segregated School - 1 (9 classes - Vincent Massey)

Educable Retarded

General Learning Disability - 45 self-contained (including 9 in SERT pilot project)

Gifted

Elementary - 15 self-contained

Secondary - 2 self-contained

Primary Gifted Learning Resource Teachers - 5

Secondary Gifted Learning Resource Teachers - 13 (line assignments)

IV Physical

Physically Impaired

Elementary - 3 self-contained

Secondary - 1 self-contained

Visually Impaired - 1 resource teacher

V Multiple

2 self-contained

B. OTHER SERVICES

Learning Resource Teachers (elementary) - 51.5 (5 bilingual- 4 elementary, 1 middle)

Learning Resource Teachers (secondary composite) - 13

Learning Resource Teachers (secondary vocational) - 8

Speech/Language Pathologists

Speech/Language pathologists - 10

Speech Assistants - 6

Community Facility Programs (Section 25)

Liaison Teacher - 1

14 Programs - 19 teachers

Education Centre Staff

1 Coordinator

5 Special Education Consultants

1 Special Education Consultant (In-service)

1 Consultant (English As a Second Language)

1 Liaison Teacher - Section 16

SPECTRUM OF SPECIAL EDUCATION PROGRAM SETTINGS - BY DIVISION
1988 - 1989

SELF-CONTAINED											RESOURCES				
DIVISIONS	Behavioural Exceptionalities	Communicational					Intellectual			Physical Ortho- Physically Impaired	Multiple	LRT	Gifted	Itin.	Vision
		Autistic	Hearing Impaired	Language Impaired	Specific Learning Disabled	Gifted	General Learning Disabled	Trainable Retarded							
<u>Primary</u> (Jr. Kgn - Grade 3)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<u>Junior</u> (Grade 4 - 5)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<u>Middle</u> (Grades 6 - 8)	X		X	X	X	X	X	X	X	X	X	X	X	X	X
<u>Secondary</u> (Vocational)												X		X	X
<u>Secondary</u> (Composite)							X		X	X	X	X	X	X	X

SPECIAL EDUCATION SUPPORT PERSONNEL RESOURCES

EXCEPTIONALITIES

Support Personnel	Behavioural	Communicational				Intellectual			Physical		Multiple
		Autistic	Hearing Impaired	Language Impaired	Specific Learning Disabled	Gifted	General Learning Disabled	Trainable Retarded	Ortho-Physically Impaired	Vision	
Co-ordinator	x	x	x	x	x	x	x	x	x	x	x
Special Education Consultants	x	x	x	x	x	x	x	x	x	x	x
LRT (Elementary)	x	x	x	x	x	x	x	x	x	x	x
(Secondary)	x	x	x	x	x	x	x	x	x	x	x
(Gifted - Primary/Secondary)						x					
Psychological Services	x	x	x	x	x	x	x	x	x	x	x
Speech & Language Paths/ Assistants	x	x	x	x	x	x	x	x	x	x	x
Adjustment Services	x	x	x	x	x	x	x	x	x	x	x
Social Workers	x		x		x	x	x	x	x	x	x
Aug. Communication		x	x	x	x			x	x		x
Primary Consultants	x	x	x	x	x	x	x	x	x	x	x
Junior Consultants	x	x	x	x	x	x	x	x	x	x	x
Itinerant (homebound)	x	x	x	x	x	x	x	x	x	x	x
Education Assistants	x	x	x	x	x		x	x	x		x
Home Care			x	x				x	x	x	x
Chedoke - McMaster	x	x	x	x	x			x	x		x

Exemplary Programs

Outlined briefly below are three programs provided by the Hamilton Board of Education which are serving identified exceptional students extremely well in meeting their individual needs.

1. Autistic Program

Two self-contained classes, each located in a regular elementary school, which provide exemplary programs for students identified as autistic.

Exemplary Features:

- the close working relationship with the staff of the Chedoke-McMaster autistic unit which ensures a smooth progression as the students move from the clinical setting to an educational placement.
- the planned coordination meetings between the staff of the two facilities to share current techniques and strategies.
- a student assessment process that includes the coordinator of special education (R.G. Adams), the chief psychologist, Board of Education (Dr. Pryor) and the Psychiatrist (Dr. Szatmari) assigned to the autistic clinic at Chedoke-McMaster.
- the extensive integration and interaction program that is effected at each of the elementary schools.

2. Specific Learning Disability Program (Middle School)

One self-contained SLD class located in a composite secondary school, (campus location), but attached administratively to a middle school, designed for older identified specific learning disability students.

Exemplary Features:

- the program which provides a bridge for older identified SLD students, (13-15 years) who require the structure and teacher pupil ratio of a SLD class, (8 students) but because of their age, ability and self-esteem need to function at a regular secondary level (Westmount).
- the location of the program which allows for the coordination and cooperation amongst the two school staffs, the parents and the students.
- the integration and availability of credit granting to the students who complete secondary credit requirements.

3. Pre-School Program for the Auditorily Impaired

One self-contained class located in a regular elementary school for pre-school students (3 months to 3.8 years) with severe hearing impairments.

Exemplary Features:

- an excellent qualified hearing impaired teacher who provides an ideal role model for the students, a symbol of success to parents and is a colleague of the regular school staff.
- a "signing" program that involves the entire school, students and staff which fosters cooperation and understanding at all levels of the school's activities.
- an integration policy that involves not only the students, but also the teachers as they switch entire classes during specific theme topics.
- a parents' clinic designed to provide practical support for the parents in dealing with their exceptional child.
- the ongoing involvement of the staff from E. C. Drury in order to share the latest techniques and equipment advances pertinent to the hearing impaired.

Related Special Education Publications

1. Resource Documents

- (a) Computers and Special Students
- (b) Educational Programs in Care Treatment & Correctional Facilities

2. Administrative Forms

- (a) Identification Placement & Review Committee
Annual Review Determination
- (b) Speech & Language Referral Form
- (c) Communicative Referral Checklist
- (d) Parental Consent for Renewal of Special Education Programming
- (e) I.P.R.C. Placement Determination (Parental Non-Support)

3. Communication Pamphlets

- (a) Does Your Child Need Special Programs?
- (b) Whom Do I See? What Do I Say?
- (c) Special Education Newsletter
- (d) Special Education Department Video

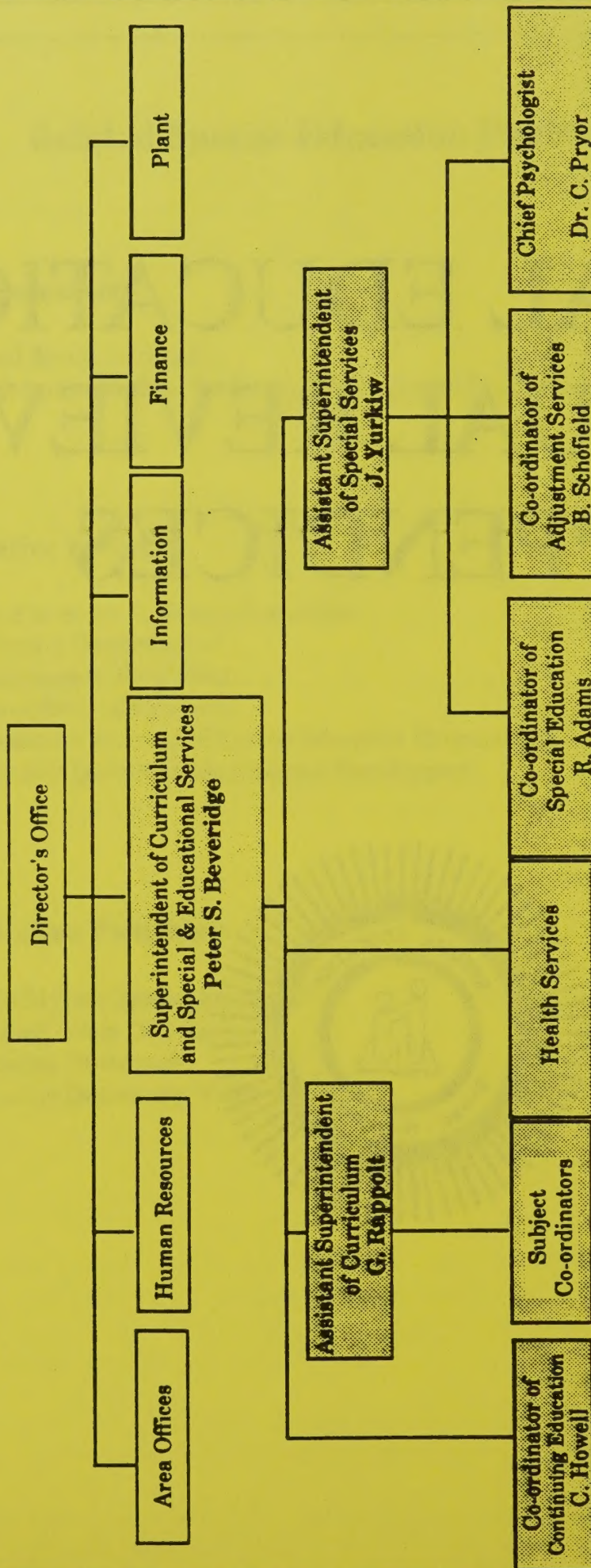
SPECIAL EDUCATION ANNUAL REVIEW APPENDICES



The Board of Education for the City of Hamilton

1988-1989

* CURRICULUM AND SPECIAL & EDUCATIONAL SERVICES



Due to limited space, subject co-ordinators are listed below:

• Business
R. Harkness
• Computer
D. Didur
• English
G. Mowbray
• Family Studies
J. Binns

• Geography
G. Birchall
• Guidance
V. Lepp
• History
F. Cooke
• Languages
J. Hill

• Mathematics
M. Silbert
• Media Services
C. Leibold
• Music
G. Mallory
• Phys. Ed. & Health
B. Chapman

• Primary/Junior
D. Rawsthorn
• Science
J. Henry
• Tech. Studies
J. Kerr
• Visual Arts
B. Hosking

** • Co-op Education
• Drama
• Middle School
• Outdoor Education
• Values Education

• Child Care

Appendix I

* Curriculum Superintendency highlighted.

** The following do not report to the Superintendency through a co-ordinator.



*The Special Education Department's
outline of
AN INTERVENTION MODEL
FOR THE
DECENTRALIZED '90's*

TABLE OF CONTENTS

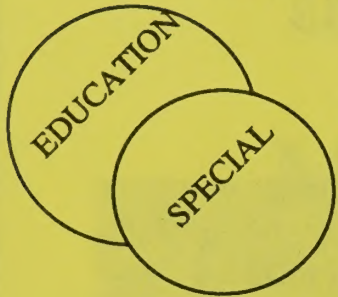
	Page
M ission Statement	1
F uture Vision	2
T he Bulge	3
S ample Action Plan: Structure	4
S ample Action Plan: In-Service	5
S ample Action Plan: Curriculum	6
L earning Process/ Environment	7

Mission Statement

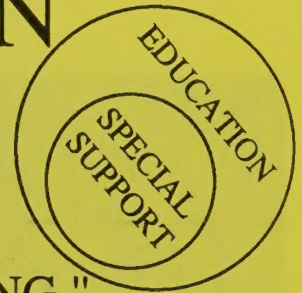
The Special Education Department believes in an educational system which is based on an intervention model that recognizes the unique characteristics of all learners and which is delivered within the most natural, enabling environment.



FUTURE VISIONS



special EDUCATION



"LIFE IS CHANGE; CHANGE IS GROWING."

- * a common philosophy shared by all educators relative to the education of all learners
- * teacher in-service to provide needed skills, confidence, attitudes
- * early and ongoing assessment of student needs with appropriate interventions
- * support services to assist staff with communication, diagnosis, prescription, instruction, evaluation
- * re-examination of 'special' education roles; ongoing evaluation of delivery model
- * meaningful Community communication
- * more effective use of resources through a more appropriate reallocation of funding
- * increased programming for exceptional students in regular classes, which would result in fewer self-contained classes and a corresponding increase in in-school support teams

THE BULGE

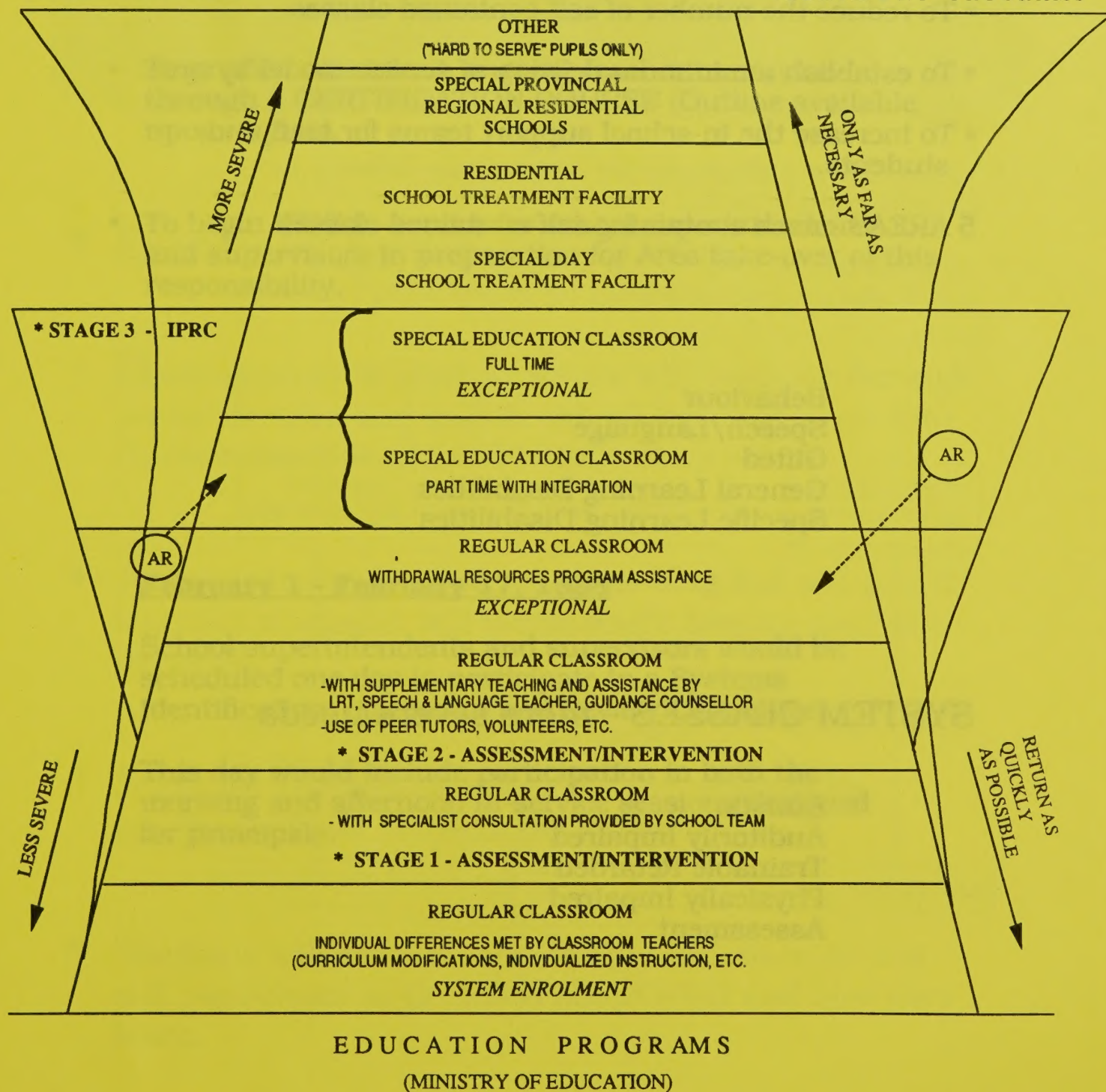
SPECTRUM OF EDUCATIONAL OPPORTUNITIES FOR CHILDREN WITH EXCEPTIONAL NEEDS

(MINISTRY OF COMMUNITY AND
SOCIAL SERVICES)

(MINISTRY OF HEALTH)

CARE PROGRAMS

TREATMENT PROGRAMS



AR - Annual Review

STRUCTURE

SAMPLE ACTION PLAN:

- To reduce the number of self-contained classes.
- To establish a minimum delivery of service model by area.
- To increase the in-school support teams for staff and students.

5 AREAS - each containing self-contained classes

Behaviour
Speech/Language
Gifted
General Learning Disabilities
Specific Learning Disabilities

SYSTEM CLASSES - more severe needs

Autistic
Auditorily Impaired
Trainable Retarded
Physically Impaired
Assessment

IN-SERVICE

SAMPLE ACTION PLAN:

- To provide consistent, ongoing teacher in-service through a CERTIFICATION COURSE (Outline available upon request.
- To begin IPRC in-service for school superintendents and supervisors in preparation for Area take-over of this responsibility.

February 1 - February 17, 1988

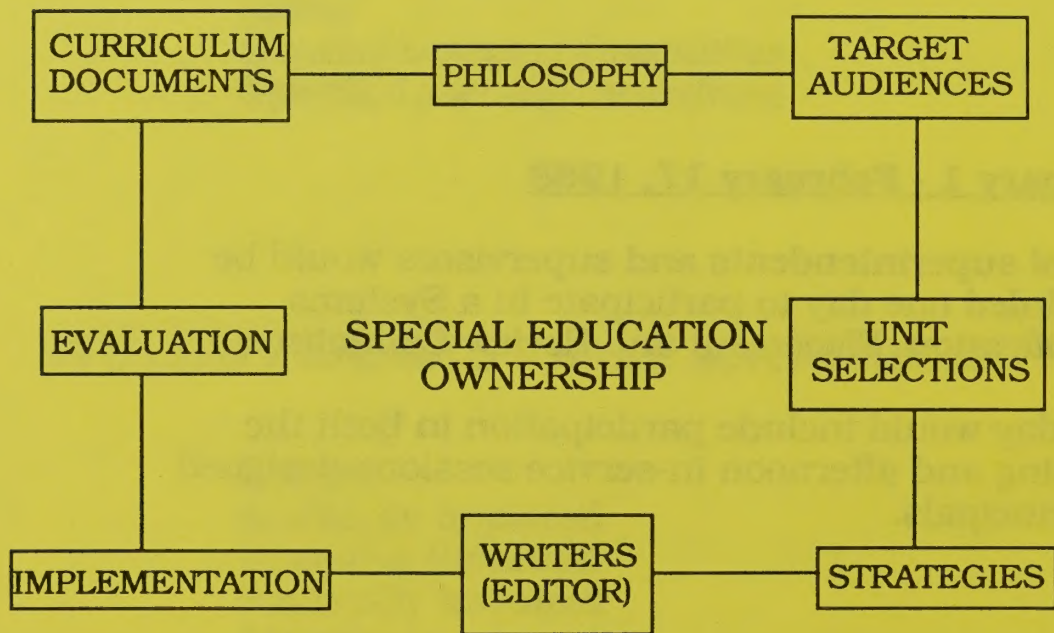
School superintendents and supervisors would be scheduled one day to participate in a Systems Identification, Placement and Review Committee.

This day would include participation in both the morning and afternoon in-service sessions designed for principals.

CURRICULUM

SAMPLE ACTION PLAN:

- To develop an awareness of curriculum documents available.
- To provide a philosophy for curriculum delivery to exceptional students.
- To establish writing teams to develop strategies for curriculum implementation for exceptional students.



The Learning Process and Learning Environment

- **Learning will be integrative and holistic.**
- **Heterogeneity in class structure will continue through junior division and middle school and may move into the intermediate division of secondary school.**
- **Active learning, co-operative learning and self-paced learning strategies will increasingly become part of all curricula.**
- **Students with special needs will increasingly be integrated in all subjects and divisions.**
- **Students will become increasingly self-directed and will participate in decisions about what and how they learn.**

SPECIAL EDUCATION MISSION STATEMENT FUTURE VISIONS & DEP'T ACTION PLANS

1988-89



PRESENT SITUATION

- ** A "BULGE" OF SELF-CONTAINED SPECIAL EDUCATION CLASSES, PARTICULARLY G.L.D. AND S.L.D.
- ** HISTORICALLY, FEW DIMENSIONS FROM SELF-CONTAINED CLASSES OR FEW DEEMED NON-EXCEPTIONAL.
- ** INCREASED AWARENESS THAT FOR MANY, THE MOST ENABLING ENVIRONMENT IS THE REGULAR CLASSROOM, WITH DIRECT SPECIAL EDUCATION INTERVENTION THROUGH SHARED RESPONSIBILITY WITH THE REGULAR CLASSROOM TEACHER.
- ** RECOGNITION THAT SELF-CONTAINED CLASSES REMAIN THE BEST ENVIRONMENT FOR SOME BUT NOT THE MAJORITY OF EXCEPTIONAL STUDENTS.

FUTURE VISION

"LIFE IS CHANGE; CHANGE IS GROWING."



- a common philosophy shared by all educators relative to the education of all learners
- teacher in-service to provide needed skills, confidence, attitudes
- early and ongoing assessment of student needs with appropriate interventions
- support services to assist staff with communication, diagnosis, prescription, instruction, evaluation
- re-examination of 'special' education roles; ongoing evaluation of delivery model
- meaningful Community communication
- more effective use of resources through a more appropriate reallocation of funding
- increased programming for exceptional students in regular classes, which would result in fewer self-contained classes and a corresponding increase in in-school support teams

IMPLICATIONS

- SHARED RESPONSIBILITY OF ADDRESSING STUDENT NEEDS IN HOME, SCHOOL AND AREA
- EFFECTIVE DART PROCESS
- I.P.R.C.'s: SYSTEM AND AREA
- PLACEMENT AND NUMBERS OF SELF-CONTAINED CLASSES
- REDEPLOYMENT OF SPECIAL EDUCATION TEACHERS TO SPECIAL EDUCATION RESOURCE TEACHERS (S.E.R.T's)
- CLEAR DEFINITIONS OF ROLE OF L.R.T. AND S.E.R.T.
- TRANSPORTATION AND ACCOMMODATION
- IN-SERVICE: REGULAR AND SPECIAL EDUCATION STAFF

DEPARTMENT ACTION PLANS 1988 - 1989

1. AREA OF EMPHASIS: *NEW INITIATIVES*

STRATEGY	WHO (facilitates)	WHEN	
		BEGIN	END
1.1.1 Implement pilot of 14 schools for intervention model in most enabling environment.	Ed September	June	
1.1.2 Prepare guidelines for effective SERT Program.	Special Ed. Pilot Schools Ed	October	May
1.1.3 Define role of the SERT	Special Ed. Pilot Schools Ed	October	November
1.1.4 Develop in-service strategies for the implementation of the SERT program on a system basis.	Special Ed. Pilot Schools Ed	January	May
1.2 Representation on Curriculum Council to address Spec.Ed. as <u>PART</u> of Core Curriculum.	Bob	January	June
1.3 Area IPRC Process Developed and approved by Senior Management.	Ed/Eric/Eto	September	April
1.4 Pilot Area IPRC (Areas 4/5)	Superintendents	October, 1989	
1.5 Develop skills profile for LRT/SERT/SESC Teachers	Staff Dev. Bob	November	March

1. (CONTINUED) AREA OF EMPHASIS: NEW INITIATIVES

STRATEGY		WHO (facilitates)	WHEN BEGIN END	
1.6	Conduct face to face "rap" (brown bag) sessions involving school groupings of teachers.	Area Consultants	At least once per Semester	
1.7	Developing a mentor process for new teachers.	Ed/Wanda	November	January
1.8	Visit Vocational LRT's in order to assess need for networking.	Area Consultants	November	
1.9	Invite elem. and secondary GLRT's and ESL teachers to develop plans for their own in-service (with rep on Co-ordination Council)	Georgina/Ed/ Neville	October, 1988	
1.10	Develop and implement Strategies to Communicate Objectives and specific Action Plans to all staff members throughout the system.	Ed/Bob	November	December
1.11	Clarify need write and implement system guidelines for Special Education.	Bob November	January	
1.12	Form an "Effective Intervention Task Force" in order to provide teachers with the tools to address learners in the most enabling environment.	Ed/Bob	November	April

2. AREA OF EMPHASIS: CONTINUED INITIATIVES

STRATEGY		WHO (facilitates)	WHEN BEGIN	END
2.1	Coordinate system in-service for all exceptionalities.	Coordinating Council Eto/Ed	October	October
2.2.1	Review of DART Process and Pilot in area 4 and 5.	Eto/Ed/Eric	September	December
2.2.2	In-service DART process to Area Principals.	Consultants/ Dart Committee	May	June
2.3	Develop and implement strategies to provide System Awareness of Decentralization Model.	Bob/Consultants	November	January
2.4	Review/Update IPP's and Annual Review forms for all exceptionalities.	Coordination Council Eto/Bob Kathy	November	February
2.5	Arrange for up to 40 participants (4 each month) to attend Trillium Series called "Connections" and "Institute Program".	Ed	September	June

3. AREA OF EMPHASIS: RECOMMENDATIONS TO OTHERS

	STRATEGY	WHO (facilitates)	WHEN	
			BEGIN	END
3.1	Conduct in-service of "Guidelines for Effective SERT Program".	Area Pilot Prin.	June	June
3.2	Develop research or survey methods in order to evaluate the SERT program.	Bob/Research	January	June
3.3	Area Resource Teams Develop an in-service strategy plan for program modification aimed at regular teachers with integrated special needs students.	Consultants	January	June

4. AREA OF EMPHASIS: COMMUNICATION

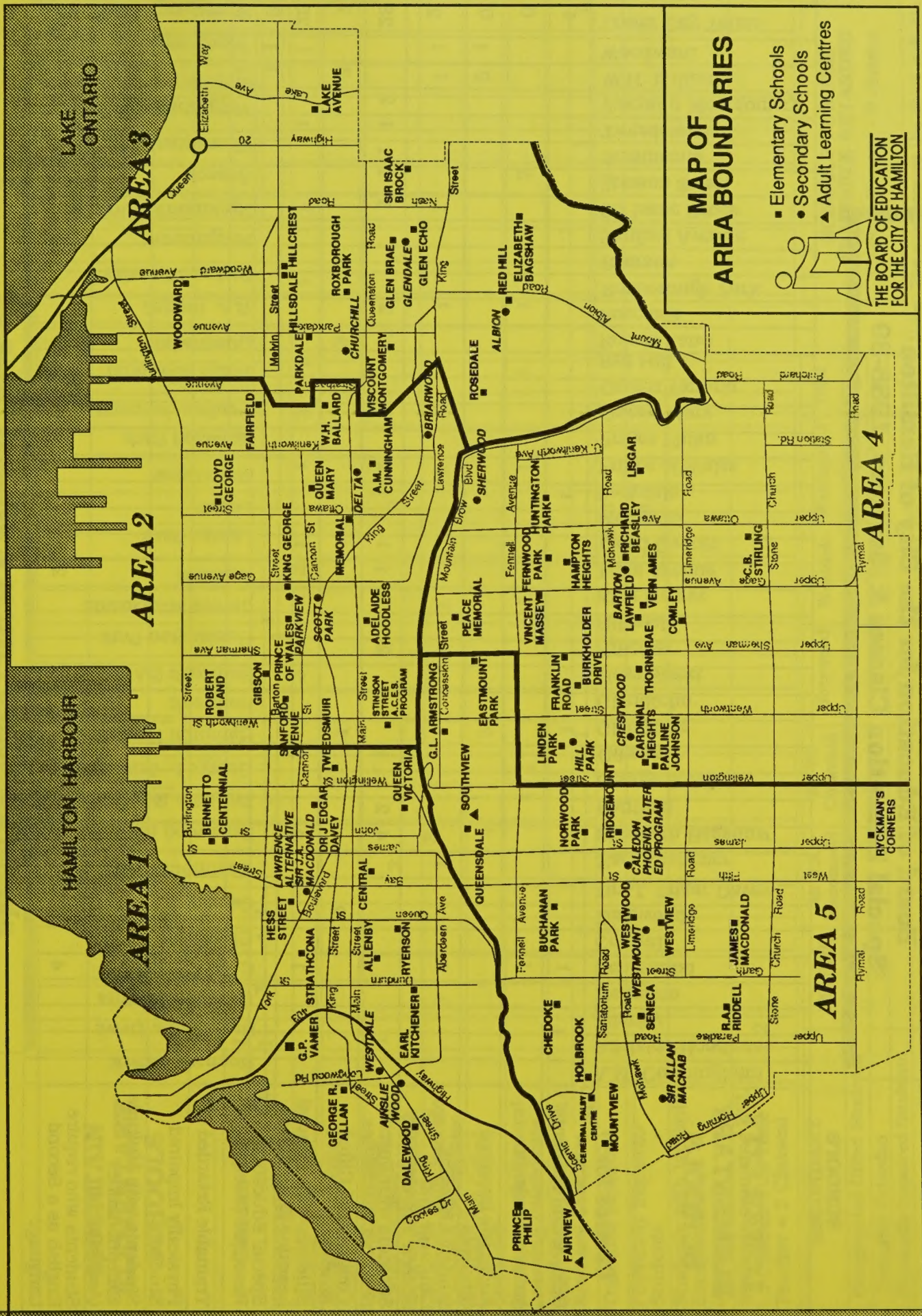
STRATEGY		WHO (facilitates)	WHEN		
			BEGIN		END
4.1	Use Spec. Ed. Newsletter to share dept. Vision, Future State, Action Plans, and progress updates.	Brian/Wanda/Ed	Nov.	Feb.	May
4.2	Use Spec. Ed. Newsletter to share master in-service plan developed by the Co-ordination Council.	Eto/Ed	November		November
4.3	Principals asked to formally convey Vision, Future State, and Action Plans to <u>ALL</u> staff through Staff Meetings.	Bob/Ed	November		December
4.4	Co-ordination council asked to include concept of program modification and strategies for integrated students, in their in-service plans.	Eto/Ed	October		October
4.5	In-service LRT's and SERT's regarding a process for developing school action plans intended to address the concept of the most enabling environment a it relates to the regular classroom teacher.	Ed	January		February
4.6	Education Centre staff systematically visit Spec. Ed. programs throughout the city.	Bob/Joe/Ed	September	June (weekly)	

Special Education Department Services

Area/Portfolio Responsibilities 1988 - 1989

Appendix IV

AREA	1	2	3	4	5				
Superintendent	Jim Forrester 521-2507	Frank Kelly 521-2506	Rick Binns 578-5244	Pat Gillie 574-1666	Don Rothwell 574-1668				
Area Supervisor	Barb Howard	Donna Quigley	Al Scott	Ray Irvine	Bruce Mair				
Special Education Consultant	Wanda Lane	Georgina Pain	Dave Hutton	Eric Hipkiss	Eto Corcione				
Primary Gifted Learning Resource Teacher (PGLRT)	Franki Johnstone	Betsy Durritt	Alison Preece	Mary Haylock	Joanne Neath				
Speech and Language Pathologists and Assistants	Monica Knott	Susan Ham Filomenia Barricelli	GayeStanley Liz Belisario	Lynn Costello	Deb McQuin				
Speech and Language Sytem Responsibilities	Trainable Retarded Program - Sue Troncho, Lynda Staley (.5) Speech and Language Classes - Ruth Simons (Eastmount/Seneca), Jennifer Holmes (Elizabeth Bagshaw/Lisgar) Augmentative Communication - Barb Rush, Susan Barnard Autistic - Sue Troncho								
Central Office	Coordinator - Robert G. Adams In-Service - Ed Wiens Section 16 - Brian Seamans English as a Second Language/Dialect - Neville Nunes								
Portfolio Responsibilities (System-wide)	R. Adams Speech/ Language	Ed Wiens In-Service	B. Seamans Special Education Newsletter	N. Nunes Multicultural Liaison	W. Lane Hearing Impaired Visual Impaired S.L.D.	G. Pain Gifted	D. Hutton Assessment Behavioural Multiple	E. Hipkiss Program for the T.R.	E. Corcione Autistic Physically Impaired G.L.D.
Process Responsibilities (System-wide)	Pro Tem S.E.A.C. Budget I.P.R.C.		Personalized Equipment		Annual Reviews		Computers		D.A.R.T. Process



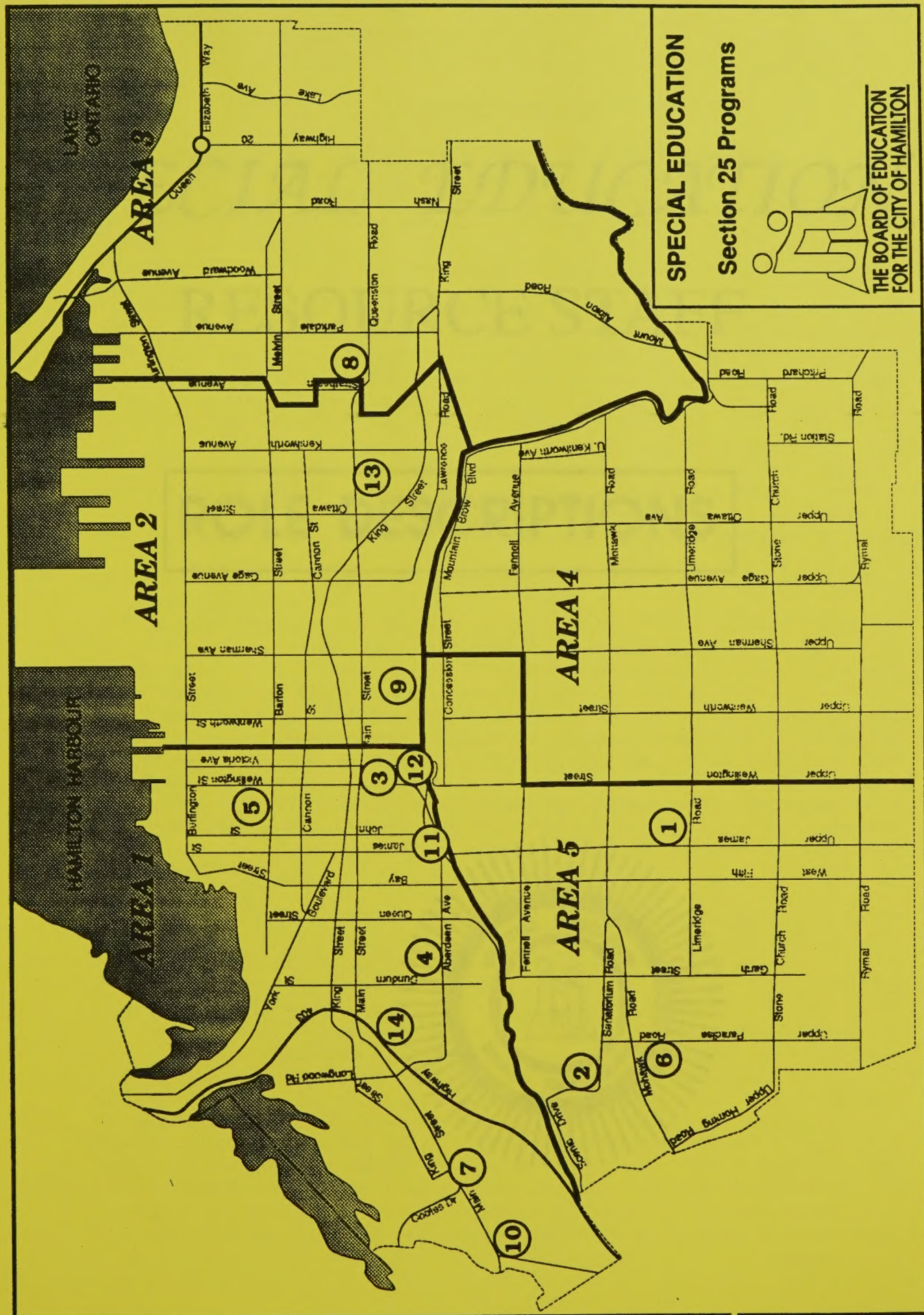
**Board of Education for the City of Hamilton
Special Education Classes & Services, 1988-89**

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Educational Programs in Care, Treatment and Correctional Facilities (Section 25 Programs)

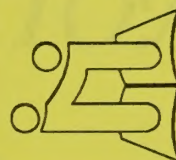
1. Arrell Observation Home
2. B'nai Brith Cottage
3. Dawn Patrol Group Home
4. Grace Haven
5. Hamilton-Wentworth Detention Centre
6. Lynwood Hall Children's Centre
7. McMaster University Medical Centre
8. Patterson House*
9. Robert Mac Home
10. Rygiel Home
11. St. Joseph's Hospital
12. Webber House
13. Woodview Day Treatment (c/o Delta Secondary)*
14. Woodview Children's Centre (c/o Westdale Secondary)
(Canada House)

* New programs commencing February 1, 1989



SPECIAL EDUCATION

Section 25 Programs



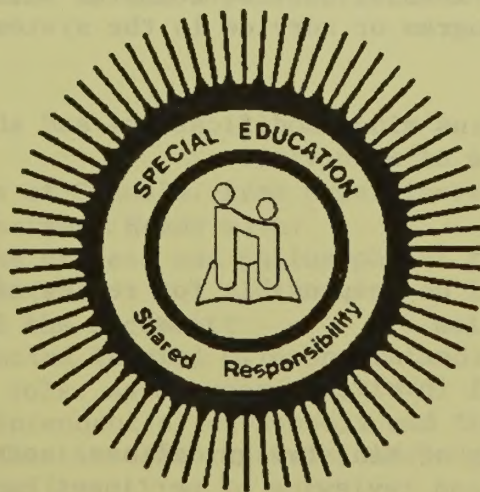
THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON



SPECIAL EDUCATION

RESOURCE STAFF

ROLE DESCRIPTIONS



ROLE DESCRIPTION

COORDINATOR OF CURRICULUM

COORDINATOR OF SPECIAL SERVICES

PREAMBLE

This description of the role of the Coordinator of Curriculum and the Coordinator of Special Services Provides a comprehensive overview of the collective tasks of the positions. Its purpose is to provide a basis for specific job descriptions of coordinators of a particular subject, program or division. It must be recognized that there is great variety in emphasis from position to position according to the particular needs and circumstances of the subject, program or division. Individual job descriptions which reflect the characteristics of the particular subject, program or division will be developed by the individual coordinator and negotiated with the Assistant Superintendents of Curriculum and Special Services.

RESPONSIBILITY

The prime responsibility of the Coordinator is the development and review of program and services in the designated area of responsibility at all levels throughout the system.

The Coordinator is a change agent and is expected to assume a variety of planning, development, supervisory, consultative and liaison functions that will assure the achievement of this goal.

As a member of a team, under the supervision of the appropriate Assistant Superintendent, the Coordinator will provide vision and direction for program or service in the system.

*This role contains minor modifications and shifts in emphasis from the current role of Supervisor.

REVIEW

Coordinators will be responsible for review of their subject, program or division.

This process will involve:

- (1) Interpreting of Ministry guidelines, acts and regulations;
- (2) Conducting and reviewing of pertinent research;
- (3) Creating a plan for effective review and conducting a needs assessment;
- (4) Visiting classrooms to determine current practice and teachers' needs;

- (5) Deciding whether to adapt or adopt program or to develop new program and during and after development will involve;
- (6) Evaluating and adjusting the process as required;
- (7) Revising and editing the documents as determined by a system review;
- (8) Establishing and reviewing student evaluation standards and practices at a system level.

DEVELOPMENT

- (1) Setting up steering and design committees, where necessary, in large projects;
- (2) Developing and coordinating writing teams including;
 - (a) the recruitment of team members from appropriate levels of the organization;
 - (b) provision of leadership, support and supervision to the team in its tasks;
 - (c) training of team members to participate adequately in the writing task;
 - (d) assuring the development of appropriate and realistic goals and objectives;
 - (e) monitoring the progress of the team;
- (3) Pilot testing and field testing of curriculum and service documents;
- (4) Ensuring that the final document adheres to the format of the Hamilton Curriculum Model (eg. Levels of Use Charts, Budgets...);
- (5) Preparing lists of supplies, equipment and structural requirements of the classroom and procedures required to implement the curriculum document;
- (6) Taking the curriculum package to the Superintendent of Curriculum for approval and for placement on the 3 year Curriculum Plan.

PLANNING IMPLEMENTATION

Coordinators will:

- (1) Provide the Superintendents of Schools, Area Supervisors, Principals and subject Department Heads with:
 - (a) an understanding of the process and philosophy of the document to be implemented;
 - (b) a working knowledge of the document;
- (2) Provide the Area Implementation Team(s) with understanding of the key learnings for each role, as appropriate;
- (3) Collaborate with the Superintendent(s) of Schools and the Area Supervisor(s) to identify the time and resources needed to implement the document or policy.
- (4) Deliver in-service directly to principals, heads and teachers, as deemed appropriate by Superintendents of Schools and Area Supervisors.

STAFF DEVELOPMENT

The Coordinator will:

- (1) Respond to requests from the area office and school personnel for assistance in the program or service under his/her jurisdiction;
- (2) Collaborate in the identification of potential leaders within the system;
- (3) Utilize, as appropriate, the services of the Staff Development Department;
- (4) Train and develop the expertise of consultants in his/her department;
- (5) Plan for his/her own personal training and development based on the outcome of the yearly performance review;
- (6) Set personal long and short term goals and objectives in order to plan for continued career development.

ADMINISTRATION

The Coordinator has an administrative function. In order to carry out these administrative responsibilities he/she should ensure that:

- (1) The staff and material resources assigned to the Coordinator are adequately managed;
- (2) The Coordinator's specialized expertise in program development and review is fully utilized throughout the Board.
- (3) Circulation and update of system wide resources, eg. kits, films, video and software is maintained.

Staffing

The Coordinators shall assist in the staffing and hiring process at the request of the appropriate supervisory officer.

Budget

Coordinators, depending on their particular area of assignment, will have responsibility for the development, monitoring and control of assigned budget allocations. These allocations are likely to be associated with:

- (1) program and policy development;
- (2) professional development and workshop activities;
- (3) materials, texts, equipment; and
- (4) clerical and associated costs.

SYSTEM-WIDE POLICY DEVELOPMENT

The Coordinator shall play a role in the preparation of recommendations regarding policy and the development of long-range plans within the Board as requested by the appropriate superintendent.

LIAISON AND CONSULTATIVE ACTIVITIES

It is essential that the Coordinator:

- (1) Continue to develop his/her knowledge and expertise in the areas of learning theory and practice and remain current in their subject/service responsibilities; and
- (2) Use this knowledge to inform the public and to provide liaison with:
 - (a) other educational institutions;
 - (b) professional organizations;
 - (c) the Ministry of Education and other Ministries;
 - (d) business and industry;
 - (e) the community;
 - (f) various departments of the Board; and
 - (g) the media.

ACCOUNTABILITY

The Coordinator will be accountable to the Superintendent of Curriculum and Special Services through the Assistant Superintendents, for all activities associated with the role.

Accountability will be maintained through:

- (1) Periodic group or individual meetings with the appropriate Supervisory Officer;
- (2) Attendance at scheduled Coordinators' meetings and training programs;
- (3) Participation in an annual evaluation process, including the negotiation of goals, objectives, and priorities for the coming year;
- (4) Reporting as requested to the Superintendents; and,
- (5) Systematic program and policy reviews.

Certain tasks which are in the purview of this role description come under the responsibility of other Board officials. As a result, the Coordinator may be required to report to another administrator. The nature and extent of the task will be negotiated by the other Board officials with the Superintendent of Curriculum and Special Services.

SPECIAL EDUCATION CONSULTANT

ROLE DESCRIPTION

RESPONSIBLE TO: Superintendent of Schools/Coordinator of Special
Education Department

GENERAL RESPONSIBILITIES

- (1) Work in concert with Curriculum Coordinators and Consultants in order to develop and implement appropriate curriculum for special education programs.
- (2) Provide liaison with and support to those teachers who will be in contact with exceptional students in their regular programs.
- (3) Assist in the continual assessment of the special education programs, curricula, texts, equipment and facilities.
- (4) Cooperate in the development and maintenance of a professional library of books, films, program kits and other materials pertaining to Special Education.
- (5) Consult with other departments of Curriculum and Special Services, and with community agencies and related professionals.
- (6) Organize the presentation of staff development programs for special education teachers, teacher-aides and regular staff.
- (7) Perform such other relevant duties as may be assigned by the Coordinator.

SCHOOL RESPONSIBILITIES

- (1) Visit and assist the special education teachers in their teaching assignments and assist them to develop to their full professional potential.
- (2) Assist school personnel in the assessment of candidates to be presented to a System Identification, Placement and Review Committee.
- (3) Function as a resource person relative to exceptional students and their related problems in each school.
- (4) Assist in a regular review of the progress of students in special programs.
- (5) Assist in the continual assessment of the special education programming in the schools to which they are assigned.
- (6) Assist in making arrangements for transportation of exceptional students, where necessary.
- (7) Act as a resource person for the Diagnostic and Resource Team.
- (8) Assist the Coordinator of Special Education in:
 - (a) organizing and convening coordinator committees for the specific special education programs in order to promote uniformity of goals, procedures, philosophy and curricula.
 - (b) organizing and convening steering committees for on-going staff development programs.

AREA RESPONSIBILITIES

- (1) Attend and actively participate in Area meetings.
- (2) Be available for Special Area staff development thrusts.
- (3) Participate in resource team development projects.
- (4) Attend DART meetings where requested.
- (5) Be prepared to assist, upon request, with questions, programming, policies, procedures, etc. pertaining to Special Education in any of the Area schools.
- (6) Comply with administrative obligations of the Area.

SYSTEM-WIDE PORTFOLIOS

The Special Education Consultant will assist the Coordinator to:

- (1) Organize and convene the Special Education Identification, Placement and Review Committee for the Programs.
- (2) Organize and convene on-going staff development programs.
- (3) Cooperate with Consultants and Coordinator of all subject areas, Heads and Teachers in the development of components of programs and courses that will meet the needs of exceptional students.
- (4) Provide liaison with and support to those teachers who will be in contact with exceptional students in their regular programs.
- (5) Provide effective liaison with counterparts in other Boards.
- (6) Organize and convene staff development for special education teachers and regular staff.

SPECIAL EDUCATION - LEARNING RESOURCE TEACHERS (LRT)

TEACHER ROLE DESCRIPTION

This role description will encompass the learning resource teachers at the elementary, composite secondary, vocational secondary and French composite secondary levels.

RESPONSIBLE TO: Superintendent of Schools/Principal

PRIMARY RESPONSIBILITIES

The learning resource teacher shall:

- (1) Establish, in conjunction with the school's administrators and the Special Education Consultant, a philosophy for the learning resource program designed to meet the needs of the individual school and community.
- (2) Establish, equip and maintain an appropriate learning resource room.
- (3) Serve the teaching staff in a consultative role which may include: interpreting the nature of exceptionalities; suggesting teaching strategies and resources for coping with these exceptionalities; offering appropriate in-service and providing support for teachers.
- (4) Work in conjunction with, and as a member of, the school Diagnostic and Resource Team (D.A.R.T.).
- (5) Be responsible for writing the Individual Pupil Program(s) (IPP) of those exceptional students assigned by the principal.

NOTE: The following is presented as main menu from which appropriate programs are designed according to need.

- (6) Provide alternatives for students within the regular school which may include: a planned support program; development of coping strategies; consideration of course selections and timetabling; volunteers and/or peer tutors.
- (7) Teach, counsel and/or monitor students on an individual and/or small group withdrawal basis who:
 - (a) Have been deemed exceptional
 - (b) Will benefit from additional support as recommended by a D.A.R.T.
 - (c) Need special attention.
- (8) Investigate and recommend alternatives for students outside the regular school program which may include: community resources, work experience; cooperative education; elementary-secondary linking...

- (9) Serve the students as liaison between parents, staff, administrators, educators, community resources and other students dealing with matters related to the particular student and his/her educational and personal progress.
- (10) Provide specialized counselling and interventions for selected students.
- (11) Attend scheduled in-service sessions, meetings, workshops and conferences for professional growth and development.

SPECIAL EDUCATION - COMMUNICATION EXCEPTIONALITIES

AUGMENTATIVE COMMUNICATION RESOURCE PROGRAM

TEACHER ROLE DESCRIPTION

RESPONSIBLE TO: Coordinator of Special Education Department

DUTIES:

Serve as a resource teacher for pupils who require
Augmentative communication by:

- (1) Providing regular weekly instruction on a withdrawal basis to basically non-verbal children.
- (2) Working with the school personnel in the identification of pupils who would benefit from this special program.
- (3) Cooperating with other professionals in assessing the pupil's individual communication needs.
- (4) Providing the classroom teacher with direction and follow-up material so that the program can be implemented on a continual basis in the classroom.
- (5) Providing the parents with information and follow-up material for use in the home environment.
- (6) Causing to have prepared such materials as are necessary to maximize the pupil's ability to communicate.
- (7) Serving the teaching staff(s) in a consultative role in the area of total communication.
- (8) Employing evaluative techniques to assess pupils' progress.

SPEECH AND LANGUAGE PATHOLOGIST

**The Role of the Speech/Language Pathologist and
Speech/Language Assistant as a Support Service
To Staff and Students**

PREAMBLE

Speech/Language Pathologists and Speech/Language Assistants, as other school personnel, are subject to the administrative authority of the principal.

- (1) The Speech and Language Pathology team is committed to developing and implementing a service delivery model that promotes a cooperative approach among all members of the school team.
- (2) The involvement of classroom teachers with students with a communication disorder, is essential to the students' remedial program. Teachers need to be aware of who is working with the students in the classroom and how they as teachers can follow up with programming.
- (3) Speech/Language Pathologists and Speech/Language Assistants are and integral part of the school team.
- (4) It is the function of Speech/Language Pathologists to design programs that meet individual student needs and supervise the work of the Speech/Language Assistants. It is the function of Speech/Language Assistants to carry out individual and small group program practices.

**DESCRIPTION OF THE PROCEDURES FOR THE USE OF
SPEECH/LANGUAGE ASSISTANTS IN THE SERVICE DELIVERY**

REFERRAL

- (1) A student is referred for a Speech/Language assessment by the school Diagnostic Assessment Resource Team (D.A.R.T.) through a request by a principal, teacher or parent.

ASSESSMENT

- (1) The Speech/Language Pathologist then assesses the student and recommends a Speech/Language remediation program, indicating to the appropriate teacher(s) when a student might benefit from the individual Speech/Language Pathology services. At the time of the assessment, discussions are generally conducted with the principal, Learning Resource Teacher (LRT), classroom teacher(s), and whenever possible, the parents of the student.

DART FEEDBACK MEETING

- (1) A school-level meeting is conducted with the Speech/Language Pathologist, the Speech/Language Assistant (when appropriate), the principal, classroom teacher(s), LRT, other concerned personnel, and the parent(s).
- (2) At this meeting the Speech/Language Pathologist presents assessment results and recommendations for remediation which may indicate teaching modifications, such as individual programming and/or LRT assistance.
- (3) The D.A.R.T. collectively plans strategies to address the recommendations of the Speech/Language Pathologist and identifies how available personnel may be used most effectively, at all times being sensitive to the needs of the student.
- (4) The goals and objectives of the program modification will be shared and it will be decided whether the services of a Speech/Language Assistant will be required. In certain cases a student may receive remediation from the Speech/Language Assistant, from the LRT and from the classroom teacher.

**ROLE DESCRIPTION OF SPEECH/LANGUAGE PATHOLOGIST AND
SPEECH/LANGUAGE ASSISTANT**

THE PRIMARY ROLE OF THE SPEECH/LANGUAGE ASSISTANT

The Speech/Language Assistant under the supervision of the Speech Pathologist:

- (1) Carries out the Speech and Language programming and practice-drills determined by the Speech/Language Pathologist.
- (2) Communicates the student's Speech and Language goals to the teacher and outlines strategies or prompts which may be used to meet these goals.
- (3) Prepares, the materials/drills which are required to meet the student's needs in the classroom and at home.

NOTE:

- . The Speech/Language Assistant is supervised on a continuous basis by the Speech/Language Pathologist who provides program updates at least once in every ten sessions.
- . While in the school, the Speech/Language Assistant is directly responsible to the principal and reports when he/she arrives and leaves. If a school team desires, the Speech/Language Assistant can report her presence and caseload activities to the LRT.

THE ROLE OF THE SPEECH/LANGUAGE PATHOLOGIST

The Speech/Language Pathologist:

- (1) Determines appropriate programming for identified students and supervises the program practices of Speech/Language Assistants.
- (2) Determines caseloads, prioritization of needs and time constraints for Speech/Language Assistants in cooperation with the school team.
- (3) Provides on-going training and supervision of Speech/Language Assistants and program evaluation and review.
- (4) Updates appropriate members of the Diagnostic Assessment Resource Team on the progress of individual students, indicates changing program needs, and suggests alternate strategies (i.e. possible placement in a smaller class or demission).
- (5) Evaluates individual programs for students at least once each term and provides this information to the principal and the school team in writing.
- (6) Evaluates the performance of the Speech/Language Assistant in conjunction with the principal of the school.

SPECIAL EDUCATION - SUPPORT SERVICES

ITINERANT TEACHERS

ROLE DESCRIPTION

RESPONSIBLE TO: Principal/Coordinator of Special Education Department

GENERAL:

- (1) To provide instruction for elementary and vocational school pupils who are homebound until reintegration into the school environment is possible.
- (2) To work with pupils having diversified needs and abilities in a variety of settings.
- (3) To attend meetings with personnel involved with the pupil in order to provide the best program possible.
- (4) To remain flexible in terms of work hours and break periods.

SPECIFIC:

The itinerant teacher will provide an appropriate program by:

- (1) Contacting the home school personnel in order to obtain specific information concerning the pupil's achievement levels, special needs and the work that will be covered while absent from school.
- (2) Borrowing textbooks (two copies if possible), workbooks, or other teaching material from the school in order to ensure that the programming is as similar as possible to that of the pupil's classmates.
- (3) Notifying the school when home instruction begins.
- (4) Contacting the home of the pupils to arrange an initial visit with the guardian and the pupil.
- (5) Discussing the educational program and arranging a regular time for visiting.
- (6) Visiting each pupil for an average of three hours per week (this can vary under special circumstances).
- (7) Making every attempt to reduce anxieties the pupils may be feeling about their education or other problems related to their illness.
- (8) Planning a program of work compatible with that of the school in order to maintain continuity in programming and enable the pupil to make a successful return to the classroom.
- (9) Programming with an emphasis on mathematics and language arts particularly for pupils from the regular elementary classes.

FORMS AND RECORD KEEPING

In addition to providing an educational program at home, the itinerant teacher is expected to:

- (1) Complete assignment forms when information is received on a new pupil.
- (2) Ensure that a monthly report is completed in duplicate listing pupils taught, levels, new admissions, and terminations. The report for elementary and vocational secondary schools is to be forwarded to Allenby School office at the end of each month and the report for composite secondary schools is to be forwarded to the Special Education Department at the Education Centre each month.
- (3) Forward a timetable or work schedule to Allenby School office at the beginning of each month listing time and day of each pupil's lessons.
- (4) Complete a student achievement form (SAF) for each pupil who is in the program for six weeks or more. This report, compiled for the classroom teacher, would include anecdotal records and recommendations if they are applicable.
- (5) Provide an annual report giving an overall view of the year's work at the end of June.

JUNIOR KINDERGARTEN AND EARLY IDENTIFICATION

ROLE DESCRIPTION FOR PRIMARY/JUNIOR CONSULTANT

The primary responsibility of the Primary Consultant (Junior Kindergarten/Early Identification) is to assist Kindergarten teachers to implement programs. This may involve the identification of individual student's needs and the planning modified programs to meet those special needs.

SPECIAL DUTIES INCLUDE:

- (1) In-service Education
Assist teachers and principals to become aware of current developments in Early Childhood Education and to evaluate and implement these developments effectively.
- (2) Consultant
Work with teachers to help incorporate current methods into their classroom programs.
- (3) Diagnostic and Resource Team Participation
Actively participate in the multi-disciplinary team.
- (4) Curriculum Development
Work with the Coordinator and Committee of Principals and teachers to develop or revise curriculum in accordance with Ministry of Education guidelines.
- (5) Community Involvement and Public Relations
Interpret the programs and practices in Early Childhood to parents, pre-schools and other community agencies.

Cooperate with preschools and community agencies to foster communication between kindergarten teachers and early childhood educators.
- (6) Selection of Materials
Evaluate commercial materials to provide information for teachers and principals to assist them in ordering items for classrooms and outdoor play areas.
- (7) Participation in Professional Organizations
Give support and guidance to organizations designed to benefit the education of young children; attend sessions to further consultant's professional development.
- (8) Additional Responsibilities
Perform additional assignments as deemed necessary by the Superintendents of Schools and the Coordinator of Primary/Junior Education.

ADJUSTMENT SERVICES DEPARTMENT

ROLE DESCRIPTION

RESPONSIBILITIES:

(1) Concerning the Child

- (a) counselling services to the students
- (b) assist in suspensions
- (c) initiate referrals to alternative school programs
- (d) referral to community resources for long term case work
- (e) interprets educational data for community and/or clinical conferences
- (f) initiate court action and attendance review processes
- (g) assist schools in making referrals to (C)CAS regarding cases of neglect or abuse
- (h) follow-up on all school referrals for child abuse
- (i) maintain running case records
- (j) obtain personal and school history of person as requested or required
- (k) work closely with community resources regarding care and treatment of special cases
- (l) investigate bursaries as required.

(2) CONCERNING THE HOME

- (a) offer direct service to parents
- (b) advise parents of community resources available to them
- (c) interpret learning problems to parents and community resources
- (d) continue family therapy sessions in conjunction with the appropriate clinics

(3) CONCERNING THE SCHOOL

- (a) make the school aware of the child's home and community climate
- (b) arrange case conferences at the school or the education center
- (c) assist in defying problems in conjunction with the Diagnostic/Resource Teams
- (d) in-service as a consultant to teacher and principal
- (e) keep a regular schedule for school visits
- (f) investigate absenteeism as reported
- (g) process Supervised Alternatives for Excused Pupils applications

(4) CONCERNING THE COMMUNITY

- (a) involvement with agencies which have a direct concern for the child
- (b) be aware of neighbourhood and environment as it affects student and school
- (c) speak to community groups and meetings with staff for in-service programs
- (d) in general, to accept assignments as directed by the Superintendent of Schools/Coordinator

(5) NUMBER STAFF SERVED

- (a) All school principals Kdgen-XII
- (b) Staff
- (c) Community Resources
- (d) Children's Aid Society
- (e) Catholic Children's Aid Society
- (f) Probation Services
- (g) Family Court
- (h) Chedoke-McMaster Hospital
- (i) M.U.M.C.
- (j) Child and Adolescent Services
- (k) Family Service Agency
- (l) Big Brothers' Association
- (m) Group Homes
- (n) Parents
- (o) Students

PSYCHOLOGY CONSULTANTS

DEPARTMENT OF PSYCHOLOGICAL SERVICES

(The Board of Education for the City of Hamilton)

RESPONSIBLE TO: The Chief Psychologist

DUTIES:

GENERAL

To be responsible as part of an Area Team for meeting the individual needs of pupils by the provision of appropriate psychological assessment and effective remedial strategies.

SPECIFIC DUTIES

- (1) To conduct assessment of pupils whose exceptionality requires evaluation and possible program provision. Where indicated to provide program suggestions and guidelines in such a way that the pupil may achieve the educational environment which is most suited to his needs.
- (2) To support and facilitate the effective communication of assessment findings to other members of the planning team and to the parent concerned.
- (3) To advise referring agencies of the goals which are current in the Psychology Department and in the Area, and by so doing, to promote effective referral practice.
- (4) To participate in in-service training sessions run by the Psychology Department for teachers and resource consultants.
- (5) To participate in the Psychology Department's ongoing evaluation of tests, test procedures, test practices, and remedial suggestions and in so doing to promote the highest standards of reliability, validity and applicability.
- (6) To pursue an ongoing program of self-evaluation and self-education in respect to test administration and remedial practice.
- (7) To participate in and respond to peer evaluation within the educational system.

COMPENSATORY SOCIAL WORKERS

- (1) To provide psycho-social counselling to students and their parents with regard to social, behavioural and learning problems. This may take the form of individual or group practice.
- (2) To provide consultation to school staff.
- (3) To make home visits.
- (4) To act as a member of the Diagnostic and Resource Team.
- (5) In conjunction with the Adjustment Consultant, to provide information on and referral to appropriate community resources.
- (6) To work in conjunction with school staff with regard to student's behavioural problems, (development of behaviour modification programs).
- (7) In conjunction with Adjustment Consultant, to facilitate effective school liaison with CAS/CCAS and other community agencies.
- (8) To assist in identifying child abuse.
- (9) To identify school related community needs and to provide program coordination and implementation.
- (10) To establish contact with service clubs.
- (11) To consult with colleagues regarding student movement.
- (12) To regularly consult with Adjustment Consultant regarding open Adjustment cases.
- (13) To provide social worker input into development and implementation of appropriate board policies regarding issues such as suspensions, discipline.
- (14) To organize/implement breakfast program, pediculosis program and clothing program and to develop preventive measures related to each.
- (15) To organize/implement, special groups focusing on social skills, separation/divorce, adolescence, sexuality.
- (16) To provide field supervision of social work students.
- (17) To keep up to date notes and files.

SOCIAL WORKER - ALTER-ED PROGRAM

ELEMENTARY AND SECONDARY

OPERATIONAL PROCEDURE:

The Social Worker will be responsible with the program leader of the school as a collaborative team member. Supervision of social work practice will be shared with a Social Work consultant with experience in clinical supervision. The social worker will be responsible to the Coordinator of Adjustment.

RESPONSIBILITIES TO THE SCHOOL AND STUDENTS:

- (1) In cooperation with the staff, work in an intensive counseling role with child and/or family on short or long term basis;
- (2) Develop strategies to meet identified special needs;
- (3) Work with small groups to develop peer relations, social skills and life skills;
- (4) Assist and deal with school community problems to practice crisis intervention when necessary;
- (5) Assist in attendance problems;
- (6) Be willing to collaborate with staff individually and in group staff meetings and activities;
- (7) Collaborate with the team to assess and remediate to inappropriate behaviour;
- (8) To network effective use of community agencies (e.g. referrals to CAS etc.);
- (9) To network or consult with Adjustment Consultants as necessary;
- (10) To take pro-active approach by utilizing community resources (e.g. birth control, drugs & alcohol, sex education, etc.).

RESPONSIBILITIES TO THE FAMILY:

- (1) To act as a resource and advocate for parent and student regarding required needs, casework, counselling, resources and program to assist the needs of families and students;
- (2) To consult with the Adjustment Consultant regarding families need of intervention by Special Services.

RESPONSIBILITIES TO THE COMMUNITY

- (1) To be aware of community concerns and needs;
- (2) To co-facilitate full use of community resources;
- (3) To network effective use of community resources.

GENERAL PRINCIPLES OF THE CURRICULUM

The curriculum is a plan of study for a school or institution. It is a statement of the objectives, content, and methods of instruction. It is a guide for the teacher and a basis for the student's learning.

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PRINCIPLES OF THE CURRICULUM

- (1) The curriculum should be based on the needs of the community and the individual.
- (2) The curriculum should be based on the principles of learning and teaching.
- (3) The curriculum should be based on the principles of the subject matter.
- (4) The curriculum should be based on the principles of the school and the institution.
- (5) The curriculum should be based on the principles of the teacher and the student.
- (6) The curriculum should be based on the principles of the curriculum itself.
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A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1989 06 06

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education - page 1.
2. Report on Short Term Investments.
3. Cash Flow.
4. Lot Levies - pages 2 - 6.
5. Pupil Accident Insurance Quotations - pages 7 - 15.
6. SEAC Membership - Representative from the Canadian Cleft Lip Palate Association - page 16.
7. Tenders - Stinson Street School Renovations - page 17.
8. Asbestos - Dundurn Warehouse & Westdale Secondary School - page 18.

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - page 19.

June 6

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1989 06 06.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

I have the honour to present the following recommendation for
your approval:

GENERAL

- (a) That the fee for the 1989-1990 school year for students in the String Programme be increased from \$75 per year to \$85 per year effective September 1, 1989 and that the fee be increased to \$110 per year when payment is received after September 29, 1989.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary.

*jep

1989 06 06

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE
Board of Education
Hamilton, Ontario

RE: LOT LEVIES

In a Green Paper entitled "Financing Growth Related Capital Needs" the Ontario Ministry of Treasury and Economics proposed school purpose lot levies. In this paper, there is a section entitled: Provincial Support For School Capital Construction which states the following:

"In order to increase the amount of school construction, the Provincial rate of support on approved school construction costs would be reduced from the current average rate of 75 percent to an average of 60 percent. Thus the Province's three-year commitment of \$300 million per year would lever \$500 million per year in approved school construction, up from the current \$400 million. This would have the effect of increasing the local share to 40 percent on average. School board lot levies would partially or fully offset this, and the impact on education-purpose mill rates would be minimized.

School projects, including the backlog, that are not subject to the lot levy provision would continue to be funded through a combination of Provincial grants and school-purpose property taxes".

The Treasurer of Ontario on May 17 confirmed in the Ontario Budget that a Development Charges Act would be introduced to provide school boards with the option of establishing lot levies.

Lot levies are defined as an amount charged by local government bodies against new development as a condition of that new development proceeding. It is established to recover the growth-related capital costs of new development, to insure that new growth does not impose a financial burden on the existing community. Appendix "A" has comments on lot levies.

Authority

School purpose lot levies would require establishment in legislation, and follow a similar process to that governing the municipal lot levy. This legislation, to be known as the Development Charges Act, (Bill 20), received First Reading on May 17, 1989. On May 25, 1989, we received from the Ministry of Education a draft copy

of Bill 20.

Public Input

Once the education lot levy has been determined in accordance with Ministry regulations, and prior to the passing of the Board's resolution, each school board intending to establish a school purpose lot levy would, as a minimum, hold one meeting to inform the public about the determination of the lot levy charge and its application. City and Region Lot Levies are reported on Appendix C, plus responses to lot levies by H.W.R.C.S.S.B. and O.P.S.B.A.

By-Law Process

A board would request the appropriate municipality, by resolution, to adopt an education lot levy by-law (see Appendix B), stating the amounts to be levied on all new residential and commercial development.

Lot Levy Collection and Trust Account

The levy would be paid by the developer or builder to the local municipality when the building permit is issued and the funds would be transferred to a joint account held in trust by the coterminous school boards.

The Ministry of Education would authorize payments out of the trust account at the time of final approval of the capital project(s) for which the levies were imposed.

Alternative to Cash lot levy

A board with the consent of the Minister of Education may by agreement permit an owner to provide land in lieu of the payment of all or any portion of an education development charge.

RECOMMENDATIONS

a) That this report be received for information.

b) That a full report be brought back to this committee as soon as more information becomes available from the Ministry pertaining to the regulations as well as any changes that occur as Bill 20 goes through the second and third readings to Royal Assent.

Prepared by: Douglas Kelterborn, Manager of Property and Insurance

Submitted by: Paul Shewfelt, Superintendent of Finance and
Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary

APPENDIX A

Comments on Lot Levies

Pros:

1. A new additional source of revenue to finance the local share of growth related ministry approved capital costs.
2. Enables the ministry to accelerate the approval of capital projects and provide an increased dollar value of approved projects annually.

Cons:

1. Adds additional costs to a newly built home.
2. Deviates from the principle of universality in the financing of educational activity in the Board's jurisdiction.

APPENDIX BBy Law Process

1. The by-law would be in force for a period of up to five years.
2. Appeals to the OMB would be allowed on the original lot levy by-laws during the allotted 20 day period.
3. If an appeal were requested, the OMB would be given the power to alter the lot levy charges proposed in the lot levy by-laws on the basis of the evidence presented.
4. School boards, like municipalities, would be permitted to index lot levy charges on an annual or semi-annual basis.
5. The collection of school board lot levy charges would be the responsibility of the lower tier municipality and, unless agreed to by the school board, the full amount of the education lot levy would be forwarded to the Trust Fund on or before the 25th day of the month following the month of collection.
6. Once a municipality adopted an education lot levy by-law, a joint trust account would be established by the participating co-terminous school boards. The utilization of the trust fund would be subject to the approval of the Ministry of Education.
7. Each year, the participating school boards would account for the status and utilization of the trust fund. The participating school boards would publish annually, as part of their financial statements, a statement of continuity for the trust fund for the year ended December 31.
8. Each trust fund continuity statement prepared would include an addendum which would indicate on a project-by-project basis, the application of the amount transferred.
9. The amount of the lot levy would be provided to prospective home buyers for their information.

APPENDIX C

The City of Hamilton's 1989 lot levy fee is \$500.00 per lot single family, and \$350.00 multi-type dwelling (condo, town house, apartment). These lot levy charges have not been increased since 1976.

The lot levy charges help pay for roads, sidewalks, libraries and recreation centres.

Hamilton-Wentworth Region's 1989 lot levy fee is \$1,985.00 per lot single family and for multi-type unit; it is (\$1,400 two or more bedrooms); and \$761.00 one bedroom. The lot levy charges help pay for sewers and water services.

There were 1,255 single unit housing starts and 716 multi-type dwelling starts in the City of Hamilton in the year 1988 from which the City collected \$878,000 in lot levy fees.

The Hamilton Wentworth Roman Catholic Separate School Board has passed the following recommendation:

That the Board go on record as opposing the principle of lot levies.

The Ontario Public School Boards' Association states the following:

" Given the crisis in school capital needs, OPSBA recognizes the need for access to lot levies at the local option of each school board as a supplementary and temporary means of helping pay for the local share of new pupil spaces provided that a number of conditions are met".

1989 06 06.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
HAMILTON BOARD OF EDUCATION.

LADIES AND GENTLEMEN:

Quotations for Pupil Accident Insurance were sent to four companies by our consultants, K.G. Brown Associates Inc. Of the four, only the current carrier, Reliable Life Insurance Company provided a quotation.

Reliable Life has agreed to offer the current coverage with some improvements reflected in increases in premiums.

Please find attached Reliable Life's proposed Student Accident Plan for 1989 - 1990 and 1990 - 1991.

Under the Education Act, Section 154, Subsection 3 a Board may "provide, by contract with an insurer under the Insurance Act, accident and life insurance for pupils, the cost of which is to be paid on a voluntary basis by the parents or guardians".

Our recommendation is that the Board adopt the Pupil Accident Insurance policy as submitted by Reliable Life Insurance Company for 1989 - 1990 and 1990 - 1991, Plans 1, 2, and 3, with a \$500 extended dental plan and \$1,000, \$3,000, or \$5,000 Death Benefit from any cause.

Prepared by: Douglas Kelterborn, Manager of Property and Insurance

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary.

1989 - 91

STUDENT ACCIDENT COVERAGE

This comparison summarizes the differences in benefits and premiums offered by Reliable Life for the current Plan and its proposal.

Comments regarding coverage relate principally to students--certain restrictions are applicable to teachers.

The comparison includes:

MISCELLANEOUS BENEFITS
DENTAL EXPENSE BENEFIT
DEATH & DISMEMBERMENT BENEFITS
EXCLUSIONS
TYPE OF COVERAGE
PREMIUMS

May, 1989.

M I S C E L L A N E O U S B E N E F I T S

<u>BENEFIT</u>	<u>RELIABLE LIFE (CURRENT)</u>	<u>RELIABLE LIFE (PROPOSED)</u>
Claims Office	Hamilton	Same as current.
Blanket Supplementary Medical	Unlimited for 3 years, includes purchase of hearing aids.	Same as current.
Prosthetic Appliances	Up to \$3,000, maximum 3 years.	Up to \$5,000, maximum 3 years.
Extended Hospital Coverage	Up to 52 weeks, maximum \$2,000, includes up to \$10/day for rental of radio or television.	Same as current.
Out-of-Province Surgical-Medical	Up to \$10,000.	Same as current.
Emergency Transportation	Up to \$50 per day.	Same as current.
Rehabilitation Benefit	Up to \$5,000, maximum 3 years.	Same as current.
Tutorial Services	After 30 days of confinement, \$15/hour, maximum of \$2,000, 6 month limitation.	Same as current.
Special Treatment Travel Expense	\$40/day, maximum \$1,000, limitation of 3 years.	\$60/day, maximum \$2,000.

- 2 -

BENEFIT	RELIABLE LIFE (CURRENT)	RELIABLE LIFE (PROPOSED)
Dread Disease	Up to \$3,000, limitation of 3 years.	Up to \$5,000, limitation of 3 years.
Confinement Income	\$100/month after 31 days of confinement, limitation of 20 months.	Same as current.
Permanent Total Disability	\$50,000 if totally and permanently disabled after 12 months, less any amount paid under the policy.	Same as current, but amount increased up to \$100,000, dependent on the plan selected.
Eye Glasses and Contact Lenses	Up to \$100 for repair or replacement, only when injury requires and receives treatment.	Same as current.
Fracture or Dislocation	From \$10 to \$300 according to schedule.	From \$10 to \$500 according to schedule.

D E N T A L E X P E N S E S B E N E F I T

<u>BENEFIT</u>	<u>RELIABLE LIFE (CURRENT)</u>	<u>RELIABLE LIFE (PROPOSED)</u>
Period of Unlimited Treatment	Up to 4 years as per ODA Schedule.	Up to 5 years as per ODA Schedule.
Dentures or Removable Teeth	If dentures or removable teeth broken and injury requires treatment, up to \$200 for repair or replacement (no teacher coverage).	Same as current.
Basic Plan Benefits After Unlimited Period	Provides additional \$300 per tooth. Board (or parent) has option to increase to \$500 per tooth.	Provides additional \$500 per tooth.
College, University Students	May be enrolled with other family members at \$16 per student. Receives Plan 3 benefits.	Same as current.
Teachers	May be enrolled in Plan 1.	Same as current.

DEATH & DISMEMBERMENT BENEFITS

BENEFIT	RELIABLE LIFE (CURRENT)	RELIABLE LIFE (PROPOSED)
Death Benefit	\$1,000 death benefit payable from any cause. Parent has option to increase to \$3,000 or \$5,000 for death from any cause.	Same as current.
Double Indemnity	Death benefit doubled if killed riding in, boarding or alighting from public transportation, including school buses.	Same as current.
Dismemberment and Paralysis	Graded to \$25,000 according to schedule. Includes loss of hearing or speech.	Graded to \$25,000 according to schedule. In addition, increased up to \$50,000, dependent on plan selected.

EXCLUSIONS

RELIABLE LIFE (CURRENT)

RELIABLE LIFE (PROPOSED)

- Same as current.

- Expense of dental treatment incurred for the cost of replacement or repair of artificial teeth or dentures, except as specifically provided; any dental treatment provided for cosmetic or aesthetic or orthodontic reasons.

- Same as current.

- Purchase, repair or replacement of eye glasses or contact lenses or prescriptions therefor (except as otherwise provided herein).

- Same as current.

- Sickness or disease either as a cause or effect (except for Death Benefit and Dread Disease).

- Same as current.

- Any benefits available under any Government Health Insurance Plan whether enrolled in such Plan or not.

- Same as current.

- Intentionally self-inflicted injury.

- Same as current.

- Total and permanent disability resulting from athletic activities (restriction added September 1, 1986).

T Y P E O F C O V E R A G E

This plan covers all accidents:

(a) 24 hours per day, 365 days.

(b) While in attendance at or participating in any school activity which has been arranged, approved and supervised by proper school authority on any day and while travelling to and from the student's residence and such school for the purpose of attending school or participating in any school-sponsored activity.

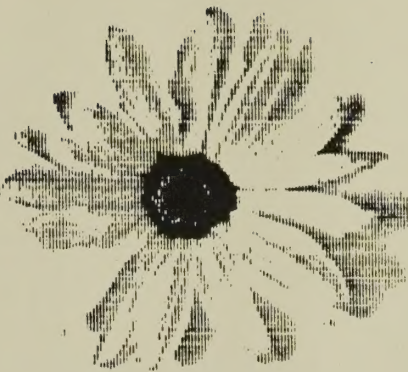
(c) While travelling directly to and from any approved school activity as a group, under the supervision of or at the direction of proper authority of the school on any day, and including travel directly to and from the Insured's residence and the group assembly point.

The carrier has agreed to extend the Basic Plan coverage to all students while actively participating in these programs at no cost to the Board.

WORK WEEK
EXPERIENCE
AND
CO-OPERATIVE
EDUCATION
PROGRAMS

BENEFITS	RELIABLE LIFE (CURRENT)			RELIABLE LIFE (PROPOSED)		
	Plan 1	Plan 2	Plan 3	Plan 1	Plan 2	Plan 3
Death Benefit - Any Cause	\$ 1,000	\$ 3,000	\$ 5,000	\$ 1,000	\$ 3,000	\$ 5,000
Accidental Death Benefit	\$ 1,000	\$ 3,000	\$ 5,000	\$ 1,000	\$ 3,000	\$ 5,000
Double Indemnity	\$ 2,000	\$ 6,000	\$ 10,000	\$ 2,000	\$ 6,000	\$ 10,000
Dismemberment Benefit	\$25,000	\$25,000	\$25,000	\$25,000	\$37,500	\$50,000
Total Disability Benefit	\$50,000	\$50,000	\$50,000	\$50,000	\$75,000	\$100,000
Dental - Basic	\$ 300	\$ 300	\$ 300	NOT OFFERED		
Extended	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
ANNUAL PREMIUMS						
1 Student	\$ 7.50	\$ 9.50	\$ 11.50	\$ 7.50	\$ 10.50	\$ 13.00
2 Students	\$ 15.00	\$ 19.00	\$ 23.00	\$ 15.00	\$ 21.00	\$ 26.00
3 or more Students	\$ 18.75	\$ 23.75	\$ 28.75	\$ 20.75	\$ 28.75	\$ 35.75

Canadian Cleft Lip and Palate



Family Association

Hamilton Chapter
315 Bold Street
Hamilton, Ontario
L8P 1W3 524-0447

Mr. Joseph Yurkiw
Assistant Superintendant
Special Educational Services
Hamilton Board of Education
P.O. Box 558
100 Main Street West
Hamilton, Ontario L8N 3L1

Dear Mr. Yurkiw:

I am writing to you as President of the Hamilton Branch of the Canadian Cleft Lip and Palate Family Association. This Provincially registered Association provides information and support to families whose children have Cleft Lip and/or Palate.

Parents in our Hamilton Branch, with school aged children, have concern about the various needs of these children throughout their school years. Our group would like to have a representative on the Special Education Advisory Committee.

I would like to suggest that one of our members, Mrs. Sophie Dennis, would be an excellent candidate for this committee. She is a resident of Hamilton, Ontario, and is a Canadian Citizen. She is a public school elector, with a child in the early stages of the school system.

Sophie is a hard working, creative and energetic person, who would, in my opinion, be an asset to your committee.

Thank you for your consideration.

Jane Richardson
President

For more information please contact: Mrs. Sophie Dennis
146 Markland Street, Hamilton Ontario L8P 2K5. Phone: 527-8539

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Re: Tenders Stinson Street School Renovations

Tenders were recently advertised for renovations to Stinson Street School. As a result, plans and specifications were picked up by Contractors and subsequently, the following tenders were received and opened on May 30, 1989. The prices were as noted below:

G. S. Wark Limited	\$859,200
Falla Construction Ltd.	865,000
Cochren Bros. Limited	894,900
Stoney Creek General Contracting Ltd.	907,000
Harm Shilthuis and Sons Limited	928,873

The above tenders included the cost of a number of provisional items which the Architect and the Superintendent of Plant have recommended be deleted from the contract. These items include the following:

Shelving in various classroom closets	\$ 33,390
Removal of all galvanized domestic water piping .	32,000
Reduction of the contingency amount from \$40,000.	<u>30,000</u>
to \$10,000	
	\$ 95,390

This would result in an adjusted tender price of \$763,810.

Recommendation:

The Superintendent of Plant recommends that a contract be awarded for the renovation of Stinson Street School to G. S. Wark Ltd. in the amount of \$763,810.

Prepared & Submitted: R. T. Orlando, Superintendent of Plant

Approved by: K. A. Rielly, Director of Education & Secretary.

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

PAGE 18.

Ladies & Gentlemen:

Re: Asbestos - Dundurn Warehouse and Westdale Secondary School

As a result of recent tests which have been undertaken for asbestos, it has been determined that there is asbestos which requires abatement at the above locations. The condition at Dundurn Warehouse requires immediate attention and work has commenced to enclose ceilings and structural steel members on the first and second floors of the building. In order to undertake this work, it has been necessary to relocate some personnel temporarily. The cost of the work at this location is estimated to be approximately \$120,000; it is anticipated that the work will be completed by mid-June.

Test results have also indicated that asbestos is present in the service tunnel areas at Westdale Secondary School which requires removal. This area has been sealed off and is not accessible at the present time to service people (trades, telephone, etc.) who might have to enter the service tunnel to perform maintenance and/or repair work. It will be necessary to undertake asbestos removal work in this area as soon as possible, so that in the event that entry is required for maintenance & repairs, it will be possible to do so. It is planned to tender for the work during the summer at an estimated cost of approximately \$100,000.

In addition to the above, as a result of work currently taking place at various Board Health & Safety Committees, it has been determined that, in accordance with Health & Safety codes, it is necessary for the Board to undertake additional training of staff, and to develop asbestos handling procedures together with asbestos inventory in our buildings. Although work has been going on for some time with respect to asbestos inventory, the Department of Labour inspector has advised that this procedure must be accelerated. Accordingly, we are in the process of preparing documentation to allow us to obtain prices from outside consultants to do this work. It is anticipated that the 1989 costs for this work will be approximately \$50,000.

Funds have not been budgeted for the above work.

Recommendation:

The Superintendent of Plant requests authorization to continue with the work as outlined above and recommends that funds as noted be provided to:

- | | |
|---|-----------|
| (a) Make repairs at Dundurn Warehouse | \$120,000 |
| (b) Make repairs at Westdale Secondary School | 100,000 |
| (c) Prepare asbestos inventory | 50,000 |

Prepared by: J. Riley, R. T. Orlando

Submitted by: R. T. Orlando, Superintendent of Plant

Approved by: K. A. Rielly, Director of Education

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1989 06 06.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

I have the honour to present the following recommendation for
your approval:

ELEMENTARY/SECONDARY

- (a) That a grant application in the amount of \$3,800.00 to the Ministry of Education Experience '89 program for 4 summer students to assist in the See and Be Reading Program (Community Schools) be approved, at a cost to the Board of \$2,028.00.
- (b) That the following trip request be approved:
 - (i) Hill Park, Sr. T. R., Outdoor Education, Valens Conservation Area, 1989 06 26 (Monday)
 - (ii) Sherwood, Sr. T. R., Outdoor Education, Valens Conservation Area, 1989 06 26 (Monday)
 - (iii) Vincent Massey, Sr. T. R., Outdoor Education, Valens Conservation Area, 1989 06 26 (Monday)
 - (iv) Hillsdale, Grades 3-5, Sp. Ed., Outdoor Education, Valens Conservation Area, 1989 06 14-16 (Wednesday to Friday)
 - (v) Tweedsmuir, Grade 8, Outdoor Education, Algonquin Park, 1989 09 20-23 (Wednesday to Saturday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary.

*jep



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